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THE

Mother's Nursery Guide.

BABYHOOD.

DEVOTED TO

THE CARE OF CHILDREN.

LEROY M. YALE, M.D.,
MEDICAL EDITOR.

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Contents of Volume IX.

TITLES OF LEADING ARTICLES.

Acute Sore Throat in Children ..... *C. L. Dodge, M.D* 364
A Neglected Factor in Education ..... *Louis Heilprin* ... 110, 143, 174, 212, 236
A Plea for City Children ..... *Resurgam* 92
A Troublesome Habit ..... *Joseph B. Bissell, M.D* 230
Aunt Jo and the Baby ..... *An Old Doctor* 331
Baby's First Month ..... *Maria M. Vinton, M.D* 69
Bacteria and Disease 333
Beckonings from Little Hands 345
Can We Forecast the Mental and Bodily Faculties of a Child? ..... *Elizabeth Stow Brown, M.D* 46
Convulsions ..... *Charles G. Kerley, M.D* 362
Current Issues in Our Nursery ..... *Mrs. J. H. Grove* 204
Dimensions of the Child at Birth ..... *Elizabeth Stow Brown, M.D* 267
Diseases Which Recur and Those Which Do Not; Immunity and Protection from Disease ..... *William B. Canfield, M.D* 197
Domestic Doctoring and Its Abuses ..... *Halsey L. Wood, M.D* 169
Early Lessons in Kindness or Cruelty ..... *A. D. Fogg* 20
Educated Women and Home Life 339
Exaggerating Children's Faults ..... *Virginia Y. Remnitz* 210
Fallacies Concerning the Use of Eye-Glasses ..... *Sara A. Kime, M.D* 10
Fever ..... *William B. Canfield, M.D* 74
Fresh Air for "Winter Babies" ..... *L. Emmett Holt, M.D* 101
For Spring and Summer Wear 178
Health and Morality ..... *J. Bruyère, M.D* 296
Hysteria in Children ..... *Sara A. Kime, M.D* 103
Important Experiments Toward Maintaining Purity of the Milk Supply 314
Infant Clothing ..... *Charles W. Townsend, M.D* 328
Interesting the Little Ones ..... *Clifton S. Wady* 303
Leaving Children to the Care of Nurses ..... *Maria M. Vinton, M.D* 301
Little Lessons in Number ..... *Julia E. Peck* 181
Milk and Its Adaptation to the Infant Organization *Graham Lusk, Ph.D* 8
Misdirected Selections of Toys ..... *Julia E. Peck* 280
Mouth-Breathing of Childhood; Its Cause and Results ..... *David Warman, M.D* 165
Musical Education for Children ..... *Jessica Wolcott Allen* 309
Notes on the Development of a Child's Language *Margaret Andrews Allen* 90
Nursery Reveries ..... *Robert Loveman* 255
Nursery Superstitions ..... *Halsey L. Wood, M.D* 233

OCT 31 1916
93626

Personal Experiences in the Home Training of Young Children ..... *Philip G. Hubert, Jr* 12
Practical Hints Regarding the Administration of Medicines or Application of Remedies ..... *Leroy M. Yale, M.D* 139
Private Interests and Public Duty in Guarding the Milk Supply ..... *Leroy M. Yale, M.D* 72
Round Shoulders ..... *Mary T. Bissell, M.D* 293
Sleep and Its Disturbances in Children ..... *Joseph Collins, M.D* 133
Some Common Speech Defects in Children ..... *Joseph Collins, M.D* 37
Some Diseases of the Nose Which Occur in Early Childhood ..... *George C. Stout, M. D* 6
Some Points for the Summer ..... *C. B. Meding, M.D* 202
Some Recent Book Children ..... *S. M. O* 337
Supplementary School Work in the Home ..... *Mrs. W. A. Kellerman* 77
Ted Madison's Diary ..... *Mother Eve* 377
The Advantages of a Simple Yet Varied Diet ..... *William H. Flint, M.D* 200
The Care of the Child's Scalp and Hair ..... *George T. Jackson, M.D* 42
The Causes of Rachitis ..... *J. Lewis Smith, M.D* 107
The Children's Building at the Columbian Exposition ..... *T. B. C* 269
The Dangerous Sequels of Eruptive Fevers ..... *A. K. Bond, M.D* 261
The Educational Value of Kindergarten Stories ..... *Mary C. Spaulding* 115
The Importance of Trifles in the First Year's Nursing ..... *C. W. Smith, M.D* 265
The Moral Instruction of Children 79
The Mouth of the Child in Health and Disease ..... *A. K. Bond, M.D* 357
The Regimen of Children After Weaning ..... *Ezra M. Hunt, M.D* 325
The Training of Children Ninety Years Ago 248, 271, 305
Typical Cases of Cholera Infantum 299
Use and Abuse of Clothing 1
Wakefulness in Children ..... *Joseph Collins, M.D* 171
When? ..... *Nellie La Rue Brown* 219
When and Why the Baby Should Have a Drink of Water ..... *Charles G. Kerley, M. D* 229
Will He Outgrow It? ..... *V. P. Gibney, M.D* 137

GENERAL INDEX.

Absorption of Odors by Milk, 163.
Add Some Sweet to the Bitter, 275.
Adenoid Growth, 61, 375.
Administration of Medicines, 139.
Affections, Cultivation of the, 248.
Aids to Quiet Temper, 228.
Amber Beads, 234.
American Hurry, 195.
Ancient Cradles, 260.
Ankles, Weak, 138.
Another Recruit, 53.
Antipathy to Solid Food, 61.
Antipathies, Irrational, 308.
Apples, 155.
Aprons, 51, 368.
Arsenic in Home and School, 161.
Art Thou the Woman? 278.
Astigmatism, 11.
Attainment of an Unintended Object, 312.
Attention, The Power of, 271.
Aversion to Various Foods, 350.

Baby's Language, 58.
BABY'S WARDROBE, 49, 368.
Babies' Wear, 181.
Bacteria, 333.
Baldness, 45.
Band, The, 3, 252, 329.
Barley Water, Preparation of, 316, 348.
Bathing, 70, 97, 125, 267.
" Hours of, 17.
Beds and Bedding, 321, 373.
Bed Covering, 373.
Bed-Wetting, 155, 230.
Bicycles, Use of, 126.
Birds of a Feather, 186.
Boiling, The Hygienic Virtues of, 290.
Books, Reviews of, 31, 79, 99.
" Choice of, 118, 120.
Book-Children, Some Recent, 337.
Bow-Legs, 138.
Bowels, Catarrh of the, 189.
" Disorder of the, 375.
Boys, Suits for, 178.
Boys' Thoughtless Cruelty, 132.
Breath Gymnastics, 160.
Breathing through the Mouth, 165.
Bronchitis, Tendency to, 99.
Busy Bees, 30.

Cake, 316.
Cambric, 311.
Candy, 316.
Caps for Infants, 8. (See also Hats.)
Card from Dr. Ashmead, A, 192.
Carl's Temptation, 82.
Carriage and its Belongings, The, 239.
Cashmere, 4.
Cats Sucking the Breath, 236.
Cereals, 349, 350.
Change of Garments at Night, 316.
Charm of Childhood, The, 276.
Cheeks, Rough, 152.
Cheerfulness, 321.
Chest Deformities, 139.
"Chewing" for Babies, 224.
Chicken-Pox, 264,
Children's Building, The, 269.
" Age, The, 353.
" Furniture for Guests, 289.
Cholera, 334.
" Infantum, Typical Cases of, 299.
Circumcision, 127.
City Children, 92.
Cleanly Baby, A, 50.
Clothing, 1, 178, 252, 266, 319, 328.
Coats, 47, 180.
Cod Liver Oil, 96, 284.
Cold in the Head, 6.
Colic, 188, 254.
Combs, 43.
Comforter, A, 255.
Compositions, 67.
Condensed Replies to Various Letters, 65, 376.
Confectionery, 316.
Constipation, 97, 156, 348.
Consumption, 335.
Contagion, Susceptibility to, 220.
" by Kissing, 357.
Contrasts, 120.
Contribution to the Art Gallery, 152.
Convulsions, 319, 362.
Cotton, 2.
Coughing, 319.
Courtesy at Home, 161.
Cradles, Ancient, 260.
Cream, 253.
" Food, 374.
Creeping Apron, A, 368.
Cruelty to Animals, 20, 132.
Crying, 203, 229.
Cup, Feeding from a, 348.
CURRENT TOPICS, 66, 129, 160, 192, 225, 258, 288, 320, 352, 387.

Dancing Lessons, 63.
Dandruff, 44.
Danger, 226.
Daughters, Our, 355.
Day was Celebrated, The, 288.
Deformities, 137.
Diapers, 124, 126, 329.
" Washing, 50.
Diary, Ted Madison's, 377.
Diet, 16, 17, 18, 19, 61, 63, 64, 96, 97, 98, 108, 124, 153, 155, 156, 188, 189, 190, 200, 203, 221, 223, 224, 253, 254, 266, 284, 285, 317, 325, 348, 349, 350.
Difficult Questions and Truthful Answers, 245.
Diphtheria, 336, 361.
" True and False, 388.
Discipline, 379.
" During Illness, Flexibility in, 155.
Discussion, A, 370.
Disinfection by Sulphur, 221, 344.
Doleful and Cheerful, 321.
Domestic Doctoring, 169.
" Service, 258.
Drawers, 5, 51,
Dreaming, 173.
Drop-Foot, 137.

Ear, Discharges from the, 219.
Earache, 234.
Earliest Recollections, The, 29.
Early Association of Ideas, 305.
" Home Influences, 118.
Eczema, 44, 373.
Education, 110, 115, 129, 143, 174, 212, 236, 274, 292.

Education at Home, 13.
Efforts in Which All Should Join, 291.
Eight-Months' Children, 235.
Emergency, In Readiness for an, 388.
English in the Kindergarten, 387.
" View of the Servant Question, The, 196.
Eruptions, "Driving in," 235.
Evils of Early Mixed Feeding, 224.
Example by Parents, 249.
Exercise, Out-Door, 63, 173.
Exercises, Gymnastic, 295.
Experience in Traveling, 187.
" with Sulphur Fumigation, An, 344.
" with the Unfortunate, An, 86.
Eye-Glasses, 10.
Eyes Affected by a Draft, 154.

Fabrics, Suggestions Concerning New, 311.
Farm, Boys' Work on the, 312.
Far Sight, 11.
Fathers' Rights, 353.
Fault-Finding, 185, 210, 377.
Fear, 306.
Feeble-Minded Children, 87.
Feeding, Hours of, 16, 70, 98, 283, 373. (See also Nursing.)
" Methods of, 348.
" Supplementary, 190. (See also Weaning.)
Fever, 74.
" Sequels of, 251.
Financiering, 120.
Fire, In Readiness for, 388.
Fire Builders, The, 345.
First Month, The, 69, 254.
" Year, The, 265.
Flannels, 2, 51, 311.
" Washing, 3, 369.
Forecasting Faculties, 46.
Frocks, 5.
Fruits, 124, 316, 319.
Fumigation, 344.
Furs, 2, 63.
Furniture, Improvements in, 295.

Gertrude Suit, The, 3, 4.
Girls' Dresses, 179.
Girl Children in China, 66.
Good Work by the Chicago Health Department, 66.
Gossip, Early Lessons in, 193.
Gums, Aching, 252.
" Swollen, 127.

Hair, Care of the, 42.
" Close Cutting of, 376.
" Faulty Growth of, 253.
" Brushes, 43.
Hasty Judgments, 68.
Hats and Caps, 5, 180.
Headache as a Symptom of Overstudy, 225.
Health is Wealth, 161.
" and Morality, 296.
Heating Food at Night, 128.
Height, Averages of, 221, 252, 267.
Hemorrhage from the Umbilical Cord, 331.
Heredity, 46, 107, 297.
Hiccoughs, 283.
Hives, 375.
Home Life, 339.
" Training and Education, 12, 77, 118.
Household Assistance, 89, 148.
How to Go to Bed, 160.
" " Keep White Flannels Nice, 368.

"Ideal Diet," An, 153.
In Memoriam, 279.
Individuality, 131, 292.
Indoor Aprons, 51.
Infectious Diseases in Schools, 355.
Inflammation of the Mouth, 358.
Insanity, 105.

Kerosene Oil Stoves, 163.
Kindergarten Stories, Educational Value of, 115.
" Aids, 254, 280.
KINDERGARTEN - AT - HOME STORIES:
A Family of Field Mice, 159.
A Mouse Story, 286.
Annie's New Shoes, 83.
Bessie and the Wild Flowers, 285.
Carl's Temptation, 82.
Fanny and the Rain, 25.
Johnnie's Earnings, 53.
Marbles, 256.
Marion's Thanksgiving Fairies, 386.
Mr. Creepmouse's Journey, 158.
Mr. Hop-Toad's New Coat, 157.
Other Homes than Ours, 287, 383.
Story of Pussy Willow, 209.
Teddie's Lesson, 24.
The Christmas Fairy, 56.
The Cork Tree, 158.
The Frog and the Sparrow, 385.
The Happy Family, 255.
The Helpful Fairies, 207.
The Leaves' Tea-Party, 23.
The Little Lambs, 123.
The Little Shoemaker, 124.
The Naughty Black Kitten, 55.
The Three Water-Drops, 208.
Traps, 83.
Two Little Mice, 257.
What Became of the Acorns, 121.
Kissing, Contagion by, 357.
Knock-Knee, 138.

Language, Development of, 90.
Lead Us Not Into Temptation, 277.
Leggings, 5.
Lengthening Dresses, 50.
Letters to Children, 303.
Lice, 45.
Lime Water, 223.
Linen, 2.
Little "Broken-Nose," 343.
Long Dresses, 53.
Love's Abode, 254.

Make the Nursery Beautiful, 88.
Manual Training in the Schools, 227.
Matches, The Danger from, 228.
Meal Time, Habits at, 68.
Measles, 220, 234, 264.
Medicines, Administration of, 139.
Memory, Cultivation of, 273.
Milk, 8, 163, 326, 351.
" Care of, 266, 314.
" Dilution of, 62.
" Supply, Guarding the, 72, 314.
" Mothers', 71, 375.
Minister's Baby, The, 59.
"Mirror-Writing," 247.
Mispronunciation, 39.
Mixed Diet at One Year, 64.

Monthly Nurse, The, 217.
Moral Instruction, 79.
Mother's Influence, Georg Ebers on the, 352.
" Milk, Failure of, 375.
" Suggestions, A, 216.
Mothers, Educated, 339.
" The Making of, 352.
Mother Goose, 316.
Mouth, Diseases of the, 357.
Mouth-Breathing, 165.
Music in the Home, 57, 117, 162, 309.
" Books, 218.

Nævus, 191.
Near Sight, 10.
Needle in the Nursery, The, 382.
Neighbor's Children, My, 354.
Night Air, 204.
" Clothing, 50, 152, 254, 316, 373.
" Feeding, 349. (See also Feeding.)
" Wrapper, A, 370.
Nipples, Care of the, 220.
" Strengthening the, 189.
Nose, Diseases of the, 6.
" Breathing, 166.
Number, Lessons in, 181.
Nurse, The Monthly, 341.
Nurses, Leaving Children to Care of, 301.
Nursery, The, 267.
" My Ideal, 379.
Nursery Chair, Substitute for the, 242.
" Economics, 130.
Nursing, Hours of, 16, 71. (See also Feeding.)
" Effects of, on the Mother, 156.
" Beyond a Year, 284.
Nursing Mother's Diet, The, 254, 317.
Nursing-Bottles, 359.
" " Care of, 266.
Nuts, 316.

Oatmeal Water, 348.
Obedience, 275, 344, 379.
Observation, Habits of, 14.
Old Bad Habits, The, 244.
Old-Time Barbarian, An, 341.
O Mother Mine, 255.
One Way to Crack that Nut, 28.
Only a Litter, 244.
Outgrowing Deformities, 137.
Outings, 101, 173, 218, 311.
Overfeeding, 254.

Pandemonium for Poets, 119.
Parents, Ages of, and Health of Children, 225.
Parents' Influence, 323.
Pasteurization, 20, 222, 254, 351, 372.
Patent Medicines, 188.
Paternal Instinct and Calling, The, 246.
Patience, A Plea for, 215.
Peanuts, 316.
Pediculosis, 45.
Perceptions, Improving the, 271.
Perspiring Head, 96.
Petticoats, 3, 330.
Pigeon-Breast, 139.
Plea for Let-alone-ativeness, A, 149.
Plea for Silk Robes, A, 52.
Poisons, 242.
Potatoes, 64, 326.
Poultices, Preparation of, 142.
Practical Benevolence, 288.
Prejudices, False, 308.
Prompt and Absolute Obedience, 275.
Property Rights of Children, 206.
Protest, A, 120.
Public School Instruction, 129.
Purification of Water, 324.

Quinsy Sore Throat, 367.

Rachitis, Possible Causes of, 62.
Reading, Lessons in, 13.
Real Children in Literature, Absence of, 67.
Real "Country" for City Children, 311.
Recognizing a Child's Individuality, 131.
Recurring Diseases, 197.
Refuge for Wandering Tots, A, 241.
Regimen of Two Years, The, 221.
Regularity of Nursery Routine, 69, 125.
Responsibility of the State in Health Matters, 162.
Rest, Periodical Intervals of, 133, 342.
Restlessness, 203.
Rheumatism, 283.
Rickets, 107, 223.
Ringworm, 45.
Rubber Bibs, A Substitute for, 242.
" Garments, 2, 266.
Rubber-Soled Shoes, 152.
Ruth's Way, 85.

Sailing, 204.
St. Vitus Dance, 103.
Sanitariums, 223.
Sanitary Sheets, etc., 376.
Scalp, Care of the, 42, 281.
Scarlet Fever, 251.
" " Disinfection After, 221.
School, Faulty Position in, 243.
" Diseases, 193, 355.
Scrim, 311.
Seborrhœa, 281.
Second Attacks of Diseases, 197.
" Summer, The, 233.
Self-Consciousness, The Beginning of, 148.
Self-Control, 381.
Selfishness, 250.
Sensitiveness of Little Children, The, 322.
Sequels of Fevers, 261.
Seven-Months' Children, 235.
Shirts, 16, 330.
Shoes, 181, 254, 330.
Short Clothes, 252.
Shoulders, Round, 293.
Silk, 2, 52, 311.
" Sponge Flannel, 51, 316.
Sitting, Wrong Positions in, 293.
Size, Averages of, 267.
Sleep, 71, 133, 171.
" Aids to, 134, 172.
" Hours of, 16, 71, 124, 251, 283, 284.
Sleeping Apartments, Care of, 320.
Slips, 330.
Slow Eating, 189.
Small Boy, The, 259.
Smallpox, 264.
Snuffles, 6, 167.
Soap not a Disinfectant, 348.
Solid Food, Antipathy to, 61.
Somnambulism, 173.
Speech Defects, 37.
Spitting Habit, The, 291.
Spoon, Feeding with a, 125, 224, 319.
Sprue, 154, 373.
Stammering, 37.

Sterilization, 16, 19, 190, 221, 351, 372, 374.
Stockings, 4, 16, 330.
Straps, Safety Combination, 241.
Studies of Child Life, 86.
Stuttering, 37.
Styes on the Eye, 98.
Sugar, 316, 349.
" of Milk, 221.
Sulphur Fumigation, 221, 344.
Summer Hints, 202.
Sunstroke, Experiments in Avoiding, 291.
Superstitions in the Nursery, 233.
Swallowing, Faulty, 375.

Tact in Dealing with Idiosyncrasies, 147.
Tale of Two Domiciles, A, 26.
Talk with Expectant Mothers, A, 183.
Teach the Child a Song, 162.
Teasing, 323.
Teeth, Decayed, 222.
Teething, 97, 224.
Text-Books for Disciplinarians, 379.
Temperature of the Body, Normal, 75.
Thirst, 203, 266.
Throat, Sore, 364.
Thrush, 360.
Thumb-Sucking, 281.
Tight Undergarments, 294.
Tobacco Habit, Genesis of the, 29.
Tongue, Patches on the, 154.
Tongue-Tie, 358.
Tonics, 283.
Tonsilitis, 366.
Tooth Cough, 99.
Toys, 280.
Traveling, Experience in, 187.
Tricycles, Use of, 126.
Trifles, Importance of, 265.
Truthfulness, Teaching, 150.
Tuberculosis, 335.
Two Recent Improvements, 51.
Typhoid Fever, Bacillus of, 333.

Ulcerated Mouth, 359.
Underwear, 189, 294.
Undesirable, The, 290.
Unique Experience, A, 58.
Unpardonable Habits of Haste, 151.
Unselfishness, 228.
Unsettled Habits of Sleep, 251.
Urine, Uncontrolled, 230.
Use of an Institution for Children, 194.

Vaccination, 200, 265.
Variety for the Babies, 313.
Variation of Diet, 98, 200.
Vaseline Stains, Removing, 349.
Vegetables, 124, 155.
Ventilation, 101, 320.

Wakefulness, 171, 283.
Walks in Snowtime, 63.
" with the Children, 186.
Water, 203, 229, 266.
" Infection of, 18, 333.
" Purification of, 324.
Weaning, 18, 65, 127, 188, 223, 285, 319, 325, 349, 373.
Weight, Averages of, 189, 252, 267, 349.
Wherein They Differ, 277.
Which of Us is Nearer Right? 344.
Whipped Cream, 253.
Woman's Dress, A, 164.
Wool, 2.
Worms, 231, 236.
Writing, Lessons in, 13.

THE

Mother's Nursery Guide.

BABYHOOD

VOL. IX. DECEMBER, 1892. No. 97.

USE AND ABUSE OF CLOTHING.

THE use of clothing, aside from the demands of decency, is to civilized man a physiological necessity. The material and pattern of the clothing are to many determined by the dictates of poverty—they must wear what they can get; to others, by the behests of fashion, hygiene and taste being alike defied by the votaries of the fickle goddess. But there are many between these extremes to whom there is left a choice and who would gladly choose wisely if they could gain the necessary knowledge to do so.

As in most climates occupied by civilized races the average temperature of the atmosphere is considerably below that of the body, much heat is carried off, especially by evaporation and by the action of the winds. This heat must be made good, and a great heat production results. Clothing diminishes materially this loss of heat and the consequent heat production, so that in the end proper clothing diminishes the wear and tear and the amount of food necessary to replace it. In hot climates or in hot weather clothing acts as a protection against the heat of the sun, and often also against the attacks of insects, both of which might produce great discomfort, and even harm.

It is essential, not only that the body should be protected, but that its protection should be as even as possible. Uneven protection favors congestions of parts of the body. Nothing can be more injudicious than the fashions sometimes in vogue which load one part of the person while leaving another bare.

The protection should be adequate but not burdensome. It should impede activity to the least degree consistent with warmth, and it should also be as unirritating as possible. The last two requirements, rather than the momentary rules of fashion, should govern the question of fit. That is to say, a garment should never girdle or bind any part of the person, should always be loose enough to allow the perfect motion of every limb, and at the same time should not be so loose as to be insecure or to cause irritation by constant slipping. Some points in the body will bear pressure better than others, but the tightness of garments which some women say is necessary to their comfort is never agreeable to a person who has not become accustomed to it originally for other reasons. Girdling, as by a corset for instance, soon destroys the muscular tone, and the weakened muscles thereafter are unequal to the support of the body until exercise without the support has given them new strength.

A proper following of prevailing modes may be indulged in without infringing these rules; a garment, for instance, may be long or short, according to taste, provided the limbs be properly protected if the garment be short, and not overloaded if it be long. It may follow the body closely or hang loosely away from it, provided the person be nowhere constricted or the loose garment be of such material or so supplemented as to give adequate warmth. And so on indefinitely. The main principles being kept in mind, taste may have its play, but hygienic must outweigh æsthetic considerations when they seem to conflict.

Materials for garments, especially for outer garments, must often be chosen in accordance with the demands of taste or of economy. Undergarments permit greater consideration

of their hygienic desirability. If we are considering garments for summer wear we shall be influenced in the choice of materials partly, at least, by the amount of sun heat that is transmitted through them, our desire usually being to keep as cool as possible when we are exposed to the sun's rays. It has been found by experiment that the ordinary dress materials are very nearly alike, there being a difference of only ten per cent. between the coolest (linen) and the hottest (silk). But for any given material there is a great difference according to color, black allowing more than twice as much heat to pass as white. In the experiments (Pettenkofer's) often quoted, the order according to the degrees of heat received was as follows:

White	100	degrees Fahr.
Pale straw	102	"
Dark yellow	140	"
Light green	155	"
Dark green	168	"
Turkey red	165	"
Light blue	198	"
Black	208	"

The surprise in the table is the position assigned to the cool-looking light blue.

For retaining the body warmth, which is what we desire in selecting winter clothing, there is a marked difference in materials. For protection, wool and furs rank first; then silk, cotton, linen. Fur is practically not to be considered in ordinary climates.

Texture also makes a decided difference in the warmth of any material. Any layer of confined air is a slow conductor of heat, and a loose-fitting garment is warmer in winter than a tight-fitting one in other respects the same. Likewise a material loosely woven so that a certain amount of air is always confined in its meshes will be warmer than if the same amount of material were tightly woven. This, in part at least, accounts for the warmth of woolen garments. It has been found, too, that for the same reason a number of garments worn one over the other are warmer than one single garment of the same material and weight.

If, however, we put on a material such as india-rubber, which is impermeable to air, we may sometimes lose as much as we gain, through the garments becoming saturated with perspiration and water, as wet garments readily transmit heat, a fact well known to those who have been accidentally wet in cold or windy weather. The relative slowness with which one is chilled in woolen garments under such circumstances is due, not only to the slow transmission of heat, but to the slow absorption of moisture by such material. It is for this reason that woolen garments are preferred, not only for winter use, but for the entire year, by all persons subject to changes of temperature or sudden cooling after exertion, especially if combined with chances of wetting, such as sailors, woodsmen, sportsmen, athletes, etc.

Those exceptional persons to whom woolen materials are usually irritating may substitute silk if their means permit, or a thin garment of cotton may be worn immediately next the skin and covered by one of woven or knitted wool. From what has been before said it will be inferred that knitted garments, by confining air in the meshes, will be probably warmer than woven garments, but these knitted ones are likely to be more irritating than ordinary fine flannels. A flannel may be, too, so closely woven, and by frequent washing so fulled, as to be rather too impervious to air.

The great drawback to most all-wool materials for wash garments (the garments of young children practically all are such) is their tendency to shrink in washing, unless the latter be most carefully done. To meet this, a certain proportion of cotton is usually mixed with the wool, but the protective value of the material is proportionately diminished. The best all-wool goods, however—such as the "Jaeger" for instance—can, with care, be kept from much shrinkage. One device for combining the protection of wool with the slight shrinkage of cotton is seen in the "Jaros" material, which seems to have a cotton back with woolen fibers incorporated with it, much as the pile of velvet is upon its backing. The result is a warm, soft material which, if properly handled, does not shrink.

This point, too, is always to be remembered in the selection of woolen materials—

that the actual weight of all wool stuffs is considerably less, relatively, to their warmth than the weight of wool mixed with other substances; and the weight of clothing for babies and little children should be carefully considered.

In old times the poor little newcomer was first tightly bandaged around the abdomen with an unyielding strip of flannel, then thrust into a wisp of a linen cambric shirt, low-necked and short-sleeved. Over this came a long flannel barrow-coat or pinning-blanket, with a cotton or linen waist—linen, always, if the mother could afford it; a flannel petticoat, and sometimes two, at least a yard long and heavily embroidered, the silk or linen floss in the embroidery alone often weighing several ounces; the petticoats also having cotton or linen waists pinned as tightly as possible around the body to keep them from slipping off. Above these was a cambric petticoat loaded with useless tucks and ruffles; and, finally, a highly ornamental frock, low in neck and short in sleeves. The sum total of this thoughtless dressing was three layers of flannel, not counting the band, and two of cotton of unnecessary weight below the belt line, covering the less sensitive portions of the body; and four or five layers of linen and cotton, without any flannel above the belt line, over the more sensitive parts, not to mention the absence of any covering at all on neck and arms. And yet the majority of mothers were, perhaps, more devoted to the supposed good of their offspring in that day than in this of wider interests and more complex distractions.

Shall we, then, consider that in no part of the domestic economy does the law of evolution more plainly declare itself than in that which, beginning in the linen cambric shirt, results in the Gertrude suit? This excellent set of garments grows steadily in favor, not only for babies, but for older children, to whose use, with a few modifications, it is hardly less well adapted, combining the minimum of weight with the maximum of warmth and an even covering of the body surface.

The infant still begins his dressing with a band, at first of flannel, until his internal organs become accustomed to their duties, but lapped only enough to make it secure and fastened as loosely, rather than as tightly, as may be worn. A month or six weeks, at most, should be the span of the flannel band. This is followed by the knitted band, which is at once warm and elastic, has shoulder straps to hold it up and a little tag in front to pin the napkins to. It is a convenience to have a second one in the back for the same purpose. This band is continued indefinitely, as its object is protection to the bowels, as important to children as to infants. The bands for sale are the hand-knit of fine Saxony yarn, which are softer and looser than those made by machine, as well as dearer; those knit of Saxony yarn by machine are excellent in every way, except that they are too wide, too much of a garment to wear under the high-necked and long-sleeved shirt now commonly used for infants at all seasons. They shrink, of course, but less than any others when properly washed, and are altogether preferable to the woven cashmere bands which, beautiful before washing, become almost as thick as felt in a very few wettings.

Any woolens washed in water, as hot as the hand will bear, wrung very dry and pressed while still quite damp—not dried and sprinkled again—stand as good a chance of not shrinking as by any known process. The soap should be made into suds, not rubbed on the material, and a little ammonia added to the water helps to keep the fabrics soft. Ammonia may only be used, however, with white woolens, or where colors are "fast," as it has a tendency to make them "run."

The infant who wears the Gertrude suit, of course, goes without the wool shirt—wearing the under garment next the skin—until he is quite a big baby, and, in many cases, until he goes into short clothes and is ready to drop one of the garments altogether. The baby whose mother still cleaves to ordinary petticoats puts on his high-necked and long-sleeved shirt with his first suit, and, if he could speak, would doubtless express his satisfaction with its comforting warmth.

There are many varieties of infants' shirts,

beside those knit by hand, and, indeed, these are, perhaps, the least desirable for general use, on account of shrinkage. All sorts of combinations of cotton and wool, silk and wool, all wool, all cotton and all silk, may be had in many grades and at many prices; but for infants the all-wool shirts, sometimes called cashmere, are first choice, to be changed for silk for those skins that are irritable under wool. Silk might seem most desirable, but after washing it is neither so soft nor so pleasant to the touch as cashmere, although it has the great advantage of not shrinking. The cotton and wool shirts are heavier, more clumsy in shape and less dainty in appearance, but shrink very little. The best makes are almost as good as the cashmere and much cheaper.

Stockings, coming with shirts under the general head of hosiery, would, perhaps, best be considered here. Their order, like other things, is woolen, silk, cotton. Nowadays, the baby early leaves off the pretty sock for the long stocking reaching above the knee. In thin qualities woolen stockings are the safest wear even in summer, and are no warmer than silk and the heavy kinds of cotton. They do shrink badly, even with careful management; it is best, therefore, to get as few pairs at a time as will serve needs. The two-stitch rib is apt to keep elastic longer than the one-stitch rib, or the plain weave; but it generally comes in heavier qualities than the plain ones. There is so much difficulty with the shrinking of woolen stockings that many mothers are coming to use a heavy-ribbed raw silk stocking, costing a good deal more than the woolen in the beginning; but, in the end, outlasting several sets of them. It is claimed that the ribbed silk stockings are almost as warm as wool, and they are certainly very soft to wear. Spun silk is too thin for Baby's winter use; and cotton is only to be considered for the very hottest weather, and the very driest places.

When the Gertrude suit was first made, cotton flannel was chiefly used for it; but experience has proved all-wool flannel, or even wool flannel with a slight mixture of cotton, a much better and more serviceable material. The Jaeger flannels are used by many, but, like all woolen textures having what may be called the stockinet weave, they thicken in washing more rapidly than plain flannels. They are, however, delightful to feel, are undoubtedly pure wool, and, where they may be frequently renewed, are, perhaps, the best choice. Of the plain flannels, the excellent productions of the old house of Gilbert are not surpassed by the many new brands, although the latter are usually cheaper. There is, however, an especially fine, soft cotton and wool mixture called India flannel, comparatively cheap in price, well adapted to summer use, and all-the-year-round night use, that is much to be commended. Other things being equal, thin wool stuffs are preferable to thick ones, especially if they are certain to pass through the laundry.

What is true of materials for Gertrude suits is no less true of materials used for petticoats by those who prefer them, although the matter of shrinkage is not quite so important, as the petticoat is not cut to fit the figure. Both petticoats and "Gertrudes" are made much shorter than formerly, measuring hardly three-quarters of a yard from neck to hem. Gertrude garments made this length are, by the time a child is ready to leave off long clothes, almost short enough for immediate use; and one or two narrow tucks will fit them without other alteration. The long petticoat, made with a waist of flannel, instead of linen, should be of a length to cut into two, when short ones are needed, for it is better economy to let each child wear out its own flannels than to lay them aside for future use.

Until very recently, the genuine Gertrude suit was, of necessity, home-made; but now it can be bought at reasonable prices, made of flannel of the stockinet weave. It should be said, however, that the so-called Gertrude garments offered at some stores are not at all such as are provided for in the original patterns designed by Dr. Grosvenor.

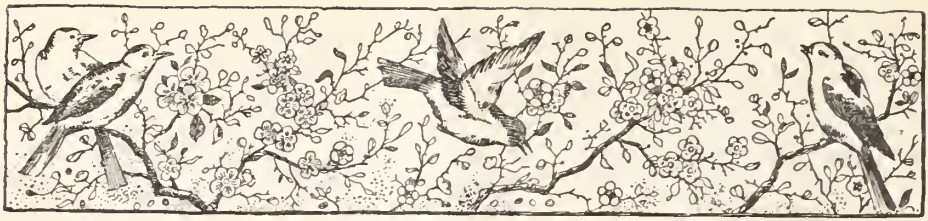
Some mothers think the Gertrude flannel garment not so convenient after a child is big enough to wear underdrawers (which

necessarily depends upon his ability to do without napkins), as a petticoat buttoning to a waist, because it is difficult to fasten up the drawers securely. With a double V, or one of the other good waists for children, made of thick jean, or sateen, which are as warm as any cotton fabric can be, drawers and skirts are as well supported from the shoulders as where waist and skirt are in one piece.

Of infants' frocks, there is little to say; for fashion, which sometimes accords with good sense, declares that, though they may be costly through fineness of material and delicacy of hand-sewing, they shall be of reasonable length, no superfluous breadth, and, with a few exceptions, hang loosely from a real or simulated yoke. Time has proved cambric and French lawn, which is thick and has little or no dressing in it, to be the best fabrics for frocks. The first short dresses are, like the exceptional long ones, very commonly made with plain—not full—waists, and skirts set on with a small piping cord. There is no good reason for this style except that of novelty; for these dresses are neither so comfortable, so becoming, nor so easily laundered as those having a yoke, and are much more quickly outgrown. There is an increasing tendency to put very little children into wool frocks, and this year many are shown in the stores for as young as two years. This, too, is merely fashion; but, being a good one, it is well to adopt it. Where woolen frocks are worn, sudden chills are less to be dreaded, and the outdoor wraps may be a little lighter, and, therefore, less burdensome.

The soft, loosely woven goods, such as eider-down, bourette and basket-cloths, make, with linings of farmer's satin or wool sateen, the most pliable and comfortable coats for babies, even though the firmer and thicker cloths are made fashionable, and may sometimes be made without linings. Silk requires so much interlining to render it warm that it becomes clumsy, and certainly is not economical. Short coats, and even long ones to some extent, are cut with short waists and skirts gathered to them like dresses, but have innumerable additions of capes, and frills of lace, and fluffy fringe, until the small wearers look overborne with the responsibility of their clothing. The snug little cloth and silk caps, tied under the chin, which were the choice for toddling babies a short while since, have been thrust aside by fashion, and wee girls sustain, as best they may, wide, flapping felt hats, loaded with plumes and bows; while baby boys appear in elaborate Tam O'Shanter caps of silk and velvet cloth and plush, which leave the backs of their heads, often poorly covered with hair, exposed to every searching wind. Independent mothers cling to the bonnet-caps, which properly fulfill the object of head-covering by comfortably protecting head and ears; but they must expect to be recognized as out of style.

At this season, leggings must not be overlooked. Beginning with knitted ones for the babies, covering feet, legs and body to the waist, we come to the machine knit, to velveteen, cloth and Jersey ones—the latter most comfortable on account of elasticity—and finally to the long leather ones, lined with flannel or cotton flannel, and reaching half way up the thigh, for children of three and four years. It is doubtful if these are as comfortable as those of wool, but they are quite the mode.



SOME DISEASES OF THE NOSE WHICH OCCUR IN EARLY CHILDHOOD.

BY GEORGE C. STOUT, M.D.

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THE nose is somewhat curtly defined as the special organ of the sense of smell, but another of its functions, no less important than that of smelling, is the preparation of the inspired air for its entry into those important organs of respiration—the lungs.

The breathing apparatus consists of the lungs and the passage to them from the outer air, this passage being made up of a system of ducts which are called respectively the nose, the pharynx, the larynx, the trachea and the bronchi. Through the respiration the blood which enters the lungs as venous or impure blood is oxidized or purified, and becomes "arterial" blood, which, returning to the heart, is pumped by that organ to the ultimate extremities of the arterial system, thus carrying nourishment to all the various tissues of the body. If the air which is breathed into the lungs is deficient in quantity or in quality, both of which is the case when the child is suffering from any disease of the nasal passages, then the whole bodily condition suffers and the whole physical life may be blighted if the disease is not promptly and persistently treated.

The nose is lined by a delicate mucous membrane in which are embedded little microscopical wells, as it were, which pour out a constant stream of fluid, thus keeping the surface moistened when in the state of health, and imparting this moisture to the inspired air on its way to the lungs. Between these wells or "glands," as they are technically called, are found the terminations of the nerves, which help to make the structure of the nasal mucous membrane so very intricate. At the entrance of the nose numerous heavy hairs are to be seen, whose function it is to sift dust from the air. The lining of the nose is continuous posteriorly with that of the rest of the respiratory tract, as well as that of the œsophagus or gullet, and of the mouth, and the little tubes which lead from the upper part of the throat to the ear. Then, too, the tear duct leading from the eye to the nose is lined with a continuation of the nasal mucous membrane. So that it may readily be seen that if the nose is not in a state of health and capable of normally performing its various functions, the integrity of the mucous membrane of the whole respiratory tract is threatened, as well as that of the ear and even the eye. If, then, a child is carefully protected from or nursed through the various diseases of the nose to which it is liable, much future suffering through life may be eliminated; and it is with the hope of doing good in this direction that I dwell on these few particulars. Later in life the nose acts as a resonant chamber, by which the vocal tones are reinforced.

The most common of the nasal diseases which occur in children is the so-called "cold in the head," or, as it is technically called, "coryza"; or, again, to some it is known as "snuffles." The symptoms of this affection are so well known that they need only be briefly named. A child sniffles, has a discharge of thin glary mucus from the nose, and, if this lasts for several days, the upper lip becomes inflamed and excoriated from the irritating discharge and frequent

wiping; it becomes fretful and often feverish, loses its appetite, and, from the difficulty experienced in breathing while suckling, it fails to get enough nourishment. This defect of nutrition, together with the decreased oxygenation of the blood in the lungs, adds to the seriousness of the affection.

Children suffering from the "snuffles" sleep but poorly; this is also on account of the difficulty in breathing; then from the continuity of the mucous membrane with that from behind and below, as described above, the trouble is liable to spread backward to the throat and give rise to a cough; and, if it is not properly cared for, even a general bronchitis or laryngitis may set in.

Causes.

In a general way we may say that coryza is caused by undue exposure to cold, or more often to a draft of damp air, a depressed or tired state of the system making it an excellent medium for colds. Colds are certainly, to an extent, contagious, so that the germ theory will doubtless later on enter into its lists of causes. Faulty clothing, errors in ventilation or in the temperature of a room, are common causes. The disease occurs most frequently in children between the ages of a few months to three or four years; the most troublesome to treat being those whose ages range from nine months to two years. "Snuffles" is one of the early symptoms, and often the precursor of some other diseases incident to childhood, for instance, measles and scarlatina. When associated with diphtheria it is due to the spread of the contagion to the nasal mucous membrane, and is usually to be regarded as a grave symptom of that dread disease.

If allowed to run its course coryza often develops into an exceedingly annoying chronic catarrh. This is especially apt to happen in the case of sickly children, in the so-called scrofulous or strumous. In these chronic cases the mucous membrane becomes much swollen, reddened and excoriated, and the discharge of the nose becomes purulent and bloody; crusts form upon the surface of the mucous membrane which, decomposing, give rise to a very disagreeable odor. A still more serious form of chronic catarrh is sometimes met with in which the mucous membrane is deeply ulcerated, and the bones of the nasal fossæ are involved in the general destructive process.

Treatment.

Too much stress cannot be laid upon the importance of the earnest and intelligent cooperation of the parent or nurse with the physician. At least one-half of the elements of successful treatment lie in the nurse or attendant. This will be readily granted when we remember that the impress of early physical care is to be seen throughout the whole life of the individual, and when we reflect how close a relation exists between our physical and our social or business welfare.

There is a popular fallacy that a great quantity of thick clothing prevents taking cold; this idea cannot be too soon done away with. No more and no less clothing should be worn than is just requisite for warmth and comfort. The wrapping of flannels, etc., around the neck is unnecessary, and even harmful; if the covering is too much, sweating follows, for this is nature's method for reducing the temperature, and the dampness from this makes the child more liable to catch cold. Woolen clothing next the skin is the most healthy, as it is more porous and will allow the chief function of the skin, that of insensible perspiration, to take place best. Children should be guarded against moving air (drafts), particularly when moist or cold. The temperature of a room should not be extremely high, as it tends to make hot-house plants of children. Spring and fall, of course, are the most trying seasons, as there are more sudden changes in the state of the atmosphere at these times. Attention should be paid to the bedding, which should be thoroughly dry and well aired, for which purpose it may be hung over the steam coil or near the fire.

A very good regulation set of clothing for a baby would be the following: A binder of flannel or knit wool taken twice around the stomach, a knit shirt, a diaper, a pair of knit shoes and three skirts, the inner one to be of

flannel and preferably held up by the means of shoulder-straps, the next of linen, and, finally, the outside dress. In very young infants with a small amount of hair, a cap made of light flannel and worn constantly would act as a substitute for hair, and thus eliminate an important factor in catching a cold. As the child grows older the cap should be removed in small sections by cutting it down from day to day.

During a cold the child should be kept in one room in which an even temperature is maintained, and which is carefully ventilated, all drafts being avoided. If feverish or fretful, confine to bed at once, and it is as well to isolate from other children, thus avoiding possible contagion. Medicinal treatment should, of course, be left, for the most part, in the hands of the physician, the parents' duty being to see that his directions are accurately carried out, even to the most minute detail. The doctor will probably prescribe some saline fluid or magnesia to regulate the bowels, and, if necessary, a sleeping drink. In the chronic cases two distinct lines of treatment must be followed out; one having the general health in view, and the other directed against the unhealthy condition of the mucous membrane, which must be kept constantly moist and sweet and free from crusts which would otherwise decompose and emit the disagreeable odor which characterizes their presence. In the presence of crusts, the edges of the nose become cracked and bleed easily, a most deplorable condition to the patient and beholders often resulting. Here, also, the physician must be looked to for a remedy, which will probably be some antiseptic (*e. g.*, iodoform in combination with some oil, as eucalyptol and glycerine, or, if an ointment be preferred, vaseline).

But the careful and frequent cleansing, and the application of these remedies, will devolve upon the mother, who, if conscientious, will find her duty by no means easy. Cleansing may be done with the aid of a syringe, spray or douche, or through the medium of a brush or cotton carrier with a wisp of cotton. The syringe is difficult to use in younger children, as they become frightened at it, although after a little persuasion almost any child becomes enured to it, and I have even known them to apparently enjoy the spraying process after some little experience with it. After the parts have been well cleansed with an alkaline antiseptic spray it is often well to apply an oil or ointment to the surface, either with a brush or wisp of cotton on the holder; if there is much excoriation, an ointment of the yellow oxide of mercury is often beneficial when applied to the sore surface after it has been thoroughly cleansed. The douche is very effectual, but even more difficult to use than the spray.

During these attacks a child must have good food, milk, cream, cod-liver oil, and stout, if necessary. In chronic cases, plenty of fresh air is beneficial, especially good salt air.

MILK AND ITS ADAPTATION TO THE INFANT ORGANIZATION.

BY GRAHAM LUSK, PH.D.

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THE questions must often offer themselves to the mother's mind, of what the natural food for babyhood consists, how it is prepared, and how the different constituents build up and develop the young and tender organization.

We find adults eating five different varieties of food: (1) albuminoids, which are taken largely in meats; (2) fats; (3) sugars or starches; (4) water, and (5) salts. Not only this, but we find likewise another requisite, namely, there must be taste or flavor. If,

for example, we mix together all the proper constituents of our daily food as mentioned above, but without flavor, a man impelled by his fear of starvation, after two or three days, will eat the concoction, but he cannot permanently maintain his life in this way, as the stomach rebels at such treatment. If a similar mess be set before a dog, he will starve with the dish under his nose.

Man needs these foods just as the steam engine needs its fuel; and he needs the flavors, just as the engine needs its lubricating oil. The flavors, like the oil, furnish in themselves no power to the animal machine, but in many ways they make the whole machine run easily. We may consider the body to be made up of engines—small, microscopic cells, each requiring food. All the actions of man are the result of the activity of these minute cells. These little cells require a mixed fuel, hence, the blood, taking nourishment from the stomach and intestines, carries to the cells (1) albuminoids; (2) fats; (3) sugars; (4) water, and (5) salts. In the engine the noxious products go up the smokestack; in ourselves the blood not only carries the fuel to the cells, but it carries away the waste products and is afterwards cleansed of its poisonous gases by the lungs, and of its soluble products by the kidneys.

Now, what are the conditions for nourishing the baby's delicate organization? We have a difference in degree, not in kind. We have in the milk the same varieties of food, only the form in which it is taken is adapted to the baby's organization. We find in milk, (1) an albuminoid called casein; (2) milk sugar; (3) fat; (4) water; (5) salts, and likewise a sweetish taste which makes the milk palatable. The sugar and a certain amount of albumen and fat must always be burned in the cells in the presence of water and salts. Any *excess* of albumen and fat goes to form flesh and fatty tissue, and this excess is provided in the large quantity of the milk. The baby gets for its weight far more food than the adult; and, furthermore, as the baby grows older, the quantity of the mother's milk increases for a time. Hence, there is an ever-present excess of food upon which the small organization grows and flourishes.

We must not forget the importance of the salts of the milk, the calcium salts which build up the bones, and the iron which adds to the powers of the blood.

The mother's milk is the ideal food for babyhood. Later in life the constituents are no longer in proper proportion, and the more developed organization takes its food in other forms. The difference between mother's milk and cow's milk is very great in its effect on the young child, and herein lies the greatest difference: the casein of cow's milk coagulates or curdles in great clumps in the baby's stomach, making a very indigestible mass; on the contrary, the casein in the mother's milk separates out in fine delicate flakes, which are easily attacked by the digestive juices. Hence the moral obligation of nursing one's own child when possible.

We have seen that the casein in the milk is taken up by the blood, and an excess forms muscle; the fat in like manner may deposit itself as fatty tissue. The milk sugar is, in all probability, more easily combustible than the ordinary sugars and starches; hence its advantage in the natural food for the infant organization.

We come now to the consideration of the question how the milk is produced. Evidently it cannot be a mere filtration from the blood, for its composition differs entirely from that of the blood. It is, however, the product of the activity of the minute cells in the glands of the breast. These are fed by the blood, and, in turn, manufacture the milk. We can easily see that the greater the number of these cells and the greater their activity, so the greater the production of milk in the breast. In order to produce new cells and greater activity in the glands, and consequently a larger amount of milk, a rich albuminoid (meat) diet is required. Even from meat alone (as in the dog) the organization has the power of manufacturing the casein, sugar and fat found in the milk. If we double the amount of fat in the food, no increase of fat is observed in the milk. If we

give twice the amount of sugar to the mother, the quantity in the milk does not change. If, however, a hearty meat diet be enjoyed, there is bodily development, the cells in the breast are well nourished, and there is always a maximum supply of milk.

We find in the human species a daily production of about 1 quart or liter of milk for the first few months of the baby's life; later, the amount becomes 1½ to 2 quarts. In 1 liter of 1,000 grams there are about 109 grams of solids on evaporation. A man requires 670 grams of such solids. The growing infant, therefore, requires proportionally more than an adult. The cow gives a large quantity of milk, which increases with the age of the calf; still, the quantity is not greater than in the human female when we consider the relative size.

Animals which feed on plants are called *herbivora*, and those which feed on animal food are called *carnivora*. Man lives on a mixed diet. It seems strange that, in the strictest scientific sense, the suckling infant may, in truth, be classed as a carnivorous animal.

FALLACIES CONCERNING THE USE OF EYEGLASSES.

BY SARA A. KIME, M.D., FORT DODGE, IOWA.

THERE seems to be an almost universal prejudice prevailing against the use of glasses by children and young adults. Mothers daily present their children to the oculist asking for something to "strengthen their eyes," but when, after examination, glasses are found to be required, they refuse to take them, and often no amount of explanation can bring them to see that, not only no harm will be done by the use of glasses, but that positive harm must ensue if they are not used. The objection invariably urged is that if the patient puts on glasses now and becomes accustomed to them, he or she must always wear them. In many cases this may be true, but unfortunately those magical drops which will cure optical defects are as yet unknown to us.

Abnormalities of the eyes are the most frequent of all bodily deformities, as very slight variations from the normal eye are sufficient to constitute deformity. It may be of little consequence if one or both legs or arms be shorter than the normal, or if the nose be not precisely in the center of the face, but if an eye be but a single line too long or too short, its surface curvatures slightly irregular, or an ocular muscle be weakened or paralyzed while its antagonist is strong, we have conditions present which, if uncorrected, give rise to serious consequences. Most of these conditions can be remedied only by glasses, though the muscular troubles frequently require operation.

The normal eye is so formed that, when its focusing apparatus is completely relaxed and at rest, rays of light falling upon the eye from an object 20 feet or more distant are brought to a focus on the retina at the back part of the eye. But if the eyeball be too long from front to back it is evident that these same rays will be brought to a focus in front of the retina. This is the condition present in near-sighted eyes, and can be corrected only by the use of concave glasses. By holding his book or work very close to his eyes the child is able to produce an effect similar to that of concave glasses, that is, he causes the

rays of light to strike more divergently upon the eye. The constant tendency in these cases is for the eyeball to become more and more elongated, and the degree of near-sightedness consequently increased. By the early and proper use of glasses progressive near-sightedness may be checked, and the child saved from the inconveniences of great loss of vision which are certain to follow unless the error of refraction is corrected.

In the opposite condition, that of far-sightedness, the eye is too short, the rays of light coming to a focus behind the retina. These rays must be made more convergent before entering the eye, by the use of a convex glass corresponding to the degree of far-sightedness. Without correction by glasses far sight gives rise to many disagreeable symptoms; as, pain in the eyes and forehead, headache, smarting, redness and thickening of the lids, often with branny scales among the lashes, and inability to use the eyes for any length of time without tiring.

In that condition known as astigmatism, there are two or more focal points for the affected eye, due to irregular curvature of the cornea. Objects are not seen distinctly at any distance. For correction of this optical defect specially ground glasses for each individual case are required. These glasses are known as cylindrical, and must be set in spectacle frames in a special manner corresponding to the astigmatism. For this reason eyeglasses cannot be used, as the spreading and tipping of this style of frame removes the axis of the glass from its proper position before the eye.

In the case of weakened or paralytic muscles, prisms with bases directed toward the weakened muscle assist it in the performance of its functions.

There is no fixed period of life at which glasses should first be worn. The time for one to begin their use is when the eye is more comfortable, and work can better be performed with than without them, whether this age be five or fifty. The conditions of far sight, near sight, and astigmatism, to which we have referred, are due to abnormal shapes of the eyeball, and must, like other deformities, be intelligently treated by such appliances as give relief from them. No drug or surgical operation can lengthen or shorten an eyeball or mold an irregular cornea into symmetrical form; nor do children "outgrow" such eyes.

Glasses correct the refraction of these misshapen members, and the fact that the glasses are afterward necessary, does not, by any means, argue that their use made this subsequent necessity; the deformity being an incurable one, the need for glasses will, in most cases, also be permanent.

In view of the fact that glasses, properly fitted, do not injure the eyes, but that where optical defects are present and not corrected, the vision becomes more and more impaired, the parent often does his child a lifelong injury in not early affording it relief from the distressing symptoms occasioned by these troubles. But in seeking this relief good judgment must be exercised. None but the competent oculist can tell when glasses should be used; and he, remembering that certain cases, as those of moderate degrees of far-sightedness, may recover without the use of glasses, should prescribe them only when absolutely necessary. There is a large class of traveling self-styled "scientific opticians" who are the most unscrupulous frauds, their plan being to place glasses on every case examined, giving to those having no optical defect plain window-glass, or such glass lightly shaded or tinted with blue, and charging for them the most exorbitant prices. It should be known that good oculists never travel; their offices, however, are within the reach of all, and upon their judgment the public must depend.

PERSONAL EXPERIENCES IN THE HOME TRAINING OF YOUNG CHILDREN—III.

BY PHILIP G. HUBERT, JR.

A POINT that I wish to emphasize in speaking of the disciplinary value of regular tasks for young children is the wisdom of making the elder children teach and supervise the younger ones. Most people have probably had occasion to notice that the elder children in a large family are often more advanced in proportion to their years than the younger ones, the explanation being, I am sure, not so much that the elder ones have been thrown more into the society of their parents, but that they have had to teach and admonish their small brothers and sisters. I have often noted the good results of getting a six-year-old girl to teach her four-year-old brother how to eat his bread and milk without spilling any on the table. She may not have been over-particular herself, but for a time, at least, she will observe the most scrupulous care, making sure that her elders see how carefully and cleanly she eats her own supper. If in making up a room, an elder child always has a younger child as assistant, it is an advantage to both.

A few nights ago two of my younger children, a girl of six and a boy of four, were both in tears over the loss of a favorite rabbit; neither one would go to sleep or stop sniveling. Finally, my wife said to the eldest: "Claire, just listen how poor little Walter is crying about Bunny. He will make himself sick. You go into his room and tell him a story, so that he will stop crying and go to sleep." The effect upon Claire was instantaneous. She swallowed her own grief and sat on the edge of Walter's bed, comforting him: "Never mind, Walter, we'll find Bunny to-morrow. He was a bad Bunny, anyway, to go off and lost himself. When he grew up I think he might have bited you."

"Bunnies don't bite," interposed Walter, stopping his sobs, to argue the point.

"Perhaps not all Bunnies; but this one must have been a very bad one, or he wouldn't have run away. We'll get a better Bunny from Grandpa," and so on for five minutes, by which time Walter had forgotten all his sorrows and was asleep, while Claire, impressed with her own importance and usefulness in comforting him, was quite content to go to bed and curl up too.

Mr. Spencer in his papers on Education declares that the modern system of education—he wrote in 1855—pays too much attention to the flower, ignoring the fact that only a sturdy and well-nourished plant can produce a perfect flower. In other words, a child must be made a healthy animal before all else; if not, all the teaching he gets will avail but little. This is a truism, and yet it needs to be constantly restated in any talk about children. The more I see of children, the lower I am inclined to rate the value of the lesson hour for children under ten years of age. And to keep small children at regular lessons for more than an hour a day seems to me nothing short of wicked. I will grant that in some instances the results of the forcing process are remarkable—as they are when you place a plant in a hot house, often sacrificing it for the sake of a single flower. I have met what were called precocious children who were painful in their impish smartness and reminded me of nothing so much as

of the lettuce in my garden that had gone to seed and, instead of making solid heads, had shot up into the air a spindling stalk bearing nothing but bitter leaves. For this reason I have never worried so much as some of my friends think that I ought to do about teaching my little ones to read as early as it might be done.

Reading and Writing.

I regard reading as the most valuable accomplishment that can be given to a child, and unfortunately so rare a one that not one person out of fifty learns to read. The great world of letters which contains the best work of man, remains as closed to most people as the great world of nature. The book and the primrose alike remain mysteries to the man who has never learned to read. The mere ability to rattle off any sentence a child sees before him is a small thing over which so much fuss is made that too often the ways and means are exalted over the end. From my own experience I should say that any fairly bright child of ten can learn to read in six months; and now that the tendency is more and more in favor of dropping that greatest of school absurdities, grammar, it is probable that reading and simple composition will become all the more easily mastered.

With my own children I followed the plan pursued by Mrs. Trollope in teaching her little ones. Adolphus Trollope speaks in his Memoirs of the manner in which he learned to read. Before being taught that the letters of the alphabet were placed in any particular order, he began with small words; his mother had a number of cards, each one having printed on it a letter. She would shake them up and throw them on the floor, telling the children that the first one who brought her C A T would receive some little prize. The children tumbled one over another in their eagerness to find the letters that make up cat. In this way Adolphus and his brother learned to make out more than one hundred words in common use among children before they could recite half the alphabet. The bugbear of most beginners, the memorizing of the alphabet, which accomplishment serves no purpose beyond enabling one to use the dictionary with greater ease, was eliminated from their education. In the same way the Trollope children were taught numbers and simple object lessons long before Froebel's theories became widely known. Their lessons were largely play, and that is the secret of kindergarten success.

An essential feature of house lessons for young children should be their variety. The child is soon tired. If the daily lesson is to be an hour long, and that is quite enough in my opinion, although I am aware that many authorities prescribe twice that time, it may include reading, writing, arithmetic and drawing, the subject drawn being taken as the topic of the object lesson. The material needed in nursery teaching is to be found in every house. Any one can prepare a set of alphabet cards by cutting out of a newspaper the large letters used in advertisements and pasting them upon cards. Beans, marbles, pebbles, bits of wood, waste blocks from the carpenter's shop, will all come into use. In the best of the French primary schools children are not taught to write until long after they know how to read, the idea being that the two kinds of letters, printed and written, confuse them.

Home-made Lesson Materials.

Every house has in it some simple pictures—a dog, horse, cow, house, leaf, tree, etc. With such material as this every mother can give her hour's lesson. With a bag of beans or some pebbles she can teach arithmetic. With the sand table suggested by Richter—a shallow, wide box sprinkled with sand—she can, if she wishes, teach the children to write with a splint of wood. There is nothing that young children will take to more gladly than drawing; attempts, even of the crudest kind, are better than none. After a child can make a fair copy of a cow or a house, the next step is to make him copy some simple object placed in front of him. For instance, all the children sitting around the lesson table do the best they can with a bottle placed in the middle. The first attempt or the tenth may not look much like

the model, but it will surprise most parents to find how quickly their children will acquire a certain proficiency in drawing before they can read or write. After copying small objects placed on the table we have found a good model to be the side of the room, with the pictures, doors, windows and other features.

The practical value of sketching as a means of preserving a record of places or things has rather dwindled in these days of amateur photography, for in a few moments and at little cost we can now take the picture we want, and be sure that it is true; but its disciplinary value remains. It does for the eye what the practice of repeating a story or a page from a book does for the mind. A variant in the direction is to make the children take a good look at the model and then draw what they remember of it. If the side of a room is to be drawn they can go into the next room to do it. This accustoms them to observe closely and quickly.

Robert Houdin describes in his memoirs how he and his brother cultivated the habit of minute observation—a sort of mental photography—which was of the utmost value to them through life. The brothers would agree that in walking past a certain shop window each would take one long look and pass on; then they compared notes as to what they had seen, and in case of dispute they turned back and verified. The degree to which Houdin carried this accomplishment was extraordinary. Upon getting out of an omnibus he could describe minutely the appearance of every fellow-passenger, the conductor, driver, and many details that wholly escape the ordinary observer; and he did this automatically. In illustration, it is related that one night when dining at Baron Rothschild's, in Paris, the Baron spoke of the matter and asked Houdin if he could describe the drawing-room in which he had just sat for twenty minutes. Houdin at once began to enumerate the pictures in the order in which they hung, and in a few minutes convinced the Baron that he knew little about his own drawing-room as compared to the man who had virtually taken but one look around. Still more extraordinary was the account which Houdin then gave of the library through which he had passed on his way from the drawing-room to the dining-room. He described the furniture, pictures and various works of art, and even the names of many of the books on the shelves, adding that in a certain set of Voltaire Volume VI was missing. Upon investigation this proved to be so. Of course, this exhibition may have been prepared to some extent, and such exceptional skill was part of Houdin's professional equipment. Nevertheless, it can be cultivated, and is in line with such training as enables a child to give an accurate account of a story heard, or to grasp quickly the essential points of anything said to him, or any message he is told to deliver.

Decorum at Lessons.

With regard to behavior at lessons, I cannot conceive of anything more important than absolute order and quiet. The children should be taught that, when the lesson begins, attention and silence are required. Some travelers have noted that in the rigid and unfailing decorum observed in Japanese schools are probably to be found the seeds of the imperturbability of temper and courtesy of manner of the adult Japanese. No yawning, laughing, inattention, must be allowed. As to text books for the home lessons, I must confess that although I once went to the trouble of preparing one myself—"The Nursery Lesson Book," (Putnam's Sons, New York)—it was chiefly in order to get some useful little pictures into permanent shape; each mother must really make her own text book; books can do no more than offer her suggestions.

Upon any such scheme as I have outlined in these pages as more or less my own practice, I have no doubt that many of my readers will exclaim in dismay—"Why, he makes home a school, and a clockwork school at that, with the father and mother as the head teachers!" Well, what of it? If the future welfare and happiness of half a dozen children very dear to us are to be assured by following wise rules during the ten

or even twenty years when children are to be found in the house, is it not well worth the trouble? Moreover, I do not see that certain rules governing perhaps two hours out of the twenty-four ought to make life a clockwork existence. There are certain rules regarding morning tasks, lessons and work, and our walk or sail in the afternoon is made to blend instruction with amusement. But the children have plenty of time to themselves, when they race and bathe and play without restraint of any sort.

Books that every Child ought to Know.

As I have had occasion to remark, a taste for reading is something that every parent should endeavor to give his child, for it is better than riches—it is riches of a sort that does not take wings and may be acquired without years of toil. We have devoted much pains to this end and I think with some success. Long before the children begin to read themselves, let there be some regular time of the day set aside when they shall have their reading. It is not always possible to suit the tastes or understandings of all ages, and so the books may vary greatly. Hawthorne's "Wonder-Book" or his "Twice-Told Tales" may, perhaps, follow the "Arabian Nights," and that give place to "Nicholas Nickleby," the younger ones finding themselves at home again in Andersen or Grimm. I am really sorry for the child of fifteen who has not absorbed and learned to love Andersen's stories, "Robinson Crusoe," the "Swiss Family Robinson," Hawthorne's children's tales, "David Copperfield," "Nicholas Nickleby," "Dombey and Son," "The Arabian Nights" and "Gulliver's Travels."

During the part of the year when the fire is lighted on the hearth, it is our custom, when nothing interferes, to gather the children before the fire for a reading of half an hour just before dinner. If some of the little ones do drop off asleep, their elders are wide awake enough. The father or mother reads. The notion that this reading is a great treat and something to be looked forward to is fostered in every possible way. I hope to impress upon my children that reading aloud is a good thing and that it is as important to get some good reading every day as to get some dinner. From my earliest childhood I remember the daily readings, and I look upon them as perhaps the most potent factor in my own education. Whatever love for books, whatever resource and satisfaction they have been to me through life, I owe to the taste acquired in that daily reading hour. Between my tenth and eighteenth years I heard my mother read the whole of Scott, Dickens, Thackeray, beside much of Cooper, Irving, Hawthorne and other well-known writers. Such a course will help a boy far on his way in the art of learning to read.

I want my own children to look back with affection in after-life to their fire-light hour when they sat on the hearth around the fire and grew pale with excitement over Smike's woes or were lost in admiration at the ingenuity of Robinson Crusoe.

NURSERY PROBLEMS.

Queries on Sundry Topics.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby boy is thirteen months old; has eleven teeth; walks with help; says a few words; except for an attack of indigestion in August, has always been well, and is called a remarkably "good" child. In attempting to wean him I meet with difficulties which, with your valued advice, I hope to overcome. The three teeth which were cut last are double, and are not yet entirely free from the gum, although the first one of this group appeared six weeks ago. The fourth is now causing much swelling and considerable fretfulness, and the forms of the "eye-teeth" are plainly visible. As he has been fed exclusively from the breast, never having tasted any other food, I planned to wean him by degrees, giving at first one meal a day of the new food, substituting it gradually for the breast. By trial, I find that he takes just as little as possible of the food, making up for quantity at the next regular nursing period.

(1) While these teeth are in process of eruption

would you advise withholding the breast altogether, thus forcing him to take the food preparation? This has consisted of top milk and barley water, half and half. I omitted sugar, fearing it would cause sour stomach. It seems to have digested well, but he certainly does not like the taste of it.

(2) Will it be best to sterilize the milk, either during the coming winter or the following summer?

(3) How long should he be given an exclusively milk diet?

(4) What should follow this? He is very methodical and his "time-table" is now as follows: 5.30 A.M., nurses and sleeps again; 6.30 A.M., awakens; 8.30 A.M., is bathed; 8.45 A.M., nurses; 9 to 11 A.M., sleeps; 12.15 P.M., is fed; 1.30 to 3 P.M., sleeps; 3.30 P.M., nurses; 6.45 P.M., nurses and goes to bed; 10 15 P.M., nurses.

(5) How long will it be necessary to continue the 5.30 A.M. and the 10.15 P.M. feedings?

(6) What will then be the proper interval of feeding?

(7) At what hour will he first need nourishment in the morning?

(8) How much food should be given at one feeding after he is entirely weaned?

(9) Of late he seems inclined to take a longer morning nap and omit that of the afternoon, but if he be indulged in this he grows fretful and sleepy before bedtime. How long can I reasonably expect him to take two naps a day, and, if there is to be a change, what will then be a good schedule, considering intervals of feeding as well?

(10) He is an excitable child, and at times during the eruption of his teeth seems very nervous. What can I do to strengthen him for the trial which may come with the "stomach" and "eye" teeth? He has always been kept as quiet as possible.

(11) I should like him to wear silk shirts and hose this winter if they are as good a protection as wool. Would it be safe to use the silk, considering the fact that he has been wearing wool of light weight for more than a month?

New Haven, Conn. A. G. M.

(1) No. The child has, perhaps, been nursed too long, but the period of eruption of teeth is not a good one for weaning, unless of necessity. There will probably be a pause between the molars and the eye teeth, but, if not, we should continue to let him have the breast sometimes, unless some urgent reason for weaning appears. We think that a little sugar, sugar of milk or white granulated sugar can be added without harm. If they ferment, pure glycerine sometimes adds the desired sweet taste, and does not usually disagree. The taste of breast milk is decidedly sweet and the child may miss it.

(2) In cold weather it will probably not be necessary, and even next summer it may not be, provided you have a fresh milk supply. But in every case where there is doubt it is better to sterilize at low temperature (by a pasteurizer, for instance) than to take any risk.

(3) Only till after he has finished the cutting of these teeth now coming (molars and canines).

(4) Cereals, such as barley water and oatmeal gruel; bread, the crust only; then a little broth—mutton, beef or chicken—with rice or barley cooked in it; blood gravy on bread, and porridge of oatmeal or grits after he has learned to chew, and so on.

(5) They can be stopped at any time after he has taken reasonable meals of prepared food. The breast milk at this age is probably not rich enough to justify cutting him down until he has something to supply its place.

(6) About three to three and a half hours during the day and at night nothing.

(7) It depends on his waking, soon after which he will want food. Usually, the schedule will be something like this: 6 and 9 A.M. 12, 3 and 6 P.M., varying a little to suit the case. If you were obliged to begin at 5 you could follow at 8.30 A.M., 12, 3.30 and 7 P.M., or something like that. The exact schedule is of less importance than regularity one day with another.

(8) Probably 8 ounces of liquid food, *i. e.*, milk somewhat diluted at first and soon approaching pure milk. The other articles of food at first will be given in very small quantity; as more is given it may to some extent replace the milk. When broth is given, it takes the place of milk. There is no hard and fast rule. Children vary, like adults, in appetite and need of food. Suggestions such as we make must be averages.

(9) We do not know; probably not many months. But we consider the naps of great value and think you should do what you can to continue them, such as quieting any excitement from play, company, change of usual surroundings or what not, some little time before the hour of nap arrives. The schedule you can easily plan according to your special needs. We dislike cast-iron ones.

(10) Keep him, as nearly as you can, in his

ordinary condition. The only trial, so far as we know, from cutting the canines, comes, not from any especial difficulty in cutting those teeth, but from the fact that children are usually already weaned and are being subjected to unwise feeding or dietetic experiments at that time. When the digestion is cared for, we do not expect any more trouble with the canines than with other teeth.

(11) He can have silk ones, if heavy enough. Silk and wool are not so very different in protecting, weight for weight. But a silk gauze or open network will not take the place of a warm flannel. We do not know of any advantage that silk has for baby wear; articles that we usually see are made entirely with an assumed æsthetic rather than hygienic purpose.

A Late Morning Bath.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly tell me through your columns whether a sponge bath daily is too often for my active little girl of twenty one months? She eats a good breakfast at eight o'clock; then rides in her carriage on pleasant mornings until ten, when she comes in, has a quick sponge bath and goes to bed with a bottle of milk, sleeping all the forenoon. Persons have advised me, as she is not a very strong child, to discontinue the daily bath. Would you think it too much after her ride?

Syracuse, N. Y. PRISCILLA C.

You do not mention the temperature of the sponge bath, but, assuming that it is the ordinary tepid bath, we see no harm in it on general principles. No evidence is given or suggested to show that it is not agreeing with the child.

Lacto-Preparata; a Food Recipe.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I must beg your pardon for troubling you with the vexed question of a baby's diet, but, though I have studied your magazine for six years, and with its help have brought two babies to sturdy boyhood, I do not find in it a solution of the difficulty that is troubling me now.

My supply of breast milk failed when my baby was three months old, and the various attempts to give her cow's milk were all equally unsuccessful. She seemed unable to digest it, though she was perfectly well while she was nursing.

In a back number of BABYHOOD I found recommended Lacto-Preparata, and tried that. The baby has had no more trouble with indigestion, but thrives as she did when she had her natural food. She is now, at five months, apparently as well as it is possible for a baby to be. But I cannot forget your warnings against prepared foods, and I have just been reading an article by Dr. Holt, in which he emphasizes the statement that "no one of the so-widely advertised infants' foods can compare in value with cow's milk for infants who must be artificially fed."

I have a recipe given me by a professional nurse, though the food is not one she had personally tested: Water, two tumblers, boiled. Barley flour, one heaping tablespoonful, mixed with cold water. Salt, two saltspoonfuls. Milk, two tumblers. Sugar of milk, two heaping tablespoonfuls. Lime water, two tablespoonfuls. After the water boils, add the barley and salt and boil ten minutes; then mix with milk and heat three minutes; then strain. This is said to be sufficient for three bottles.

(1) Would you advise me to desist gradually from the Lacto-Preparata and substitute cow's milk, as I could prepare it myself?

(2) Does the recipe I have given seem a good one, and how should it be changed in proportions and amount to suit a child of six months?

Hanover, N. H. E. W. W.

(1) Just so long as the Lacto-Preparata is perfectly digested and seems adequate for the child's needs there is not reason to desist from it. The reason why the authority you quote and others interested in the study of the care of children at the present time prefer some preparation of cow's milk is that in the long run such mixtures seem best for most children. But very few would be such doctrinaires as to give up a food which was agreeing and nutritious on theoretical grounds. The editor occasionally finds some peculiarity or derangement of digestion in a child, which makes, temporarily at least, the use of milk unadvisable. Still more often he finds insuperable obstacles in the carelessness and obtuseness of the attendants who are sure to render unsuitable any food they may undertake to make. Again, in some families the overworked mother may really have no time to prepare a food demanding care. In such cases a clean, sterile food, made to hand, may be our best resource in the circumstances. The food you are using we think to be both clean and sterile. You find it to agree, and your only problem then is: "Is it adequate?" You must determine this by observation of the child's gain in weight, strength and well-being generally.

(2) If you find need to change, it is quite

probable that the milk-food described would prove suitable. It is practically milk and water, equal parts; in the formula given a pint each with about $1\frac{3}{4}$ ounces of sugar of milk, sufficient lime water to render the reaction alkaline, and barley water, which has nutritive value and which is generally believed to diminish the tendency to hard curds. Such a food, if "top milk" were used, to ensure a large proportion of cream, might prove satisfactory.

Contamination of Well Water by Disinfectants.

To the Editor of THE MOTHER'S NURSERY GUIDE:

In following the directions for disinfection of the soil in cess-pools, cellar floors, outhouses, etc., mainly with a view to prevent contamination of the water of a well not far off, it has occurred to me to ask whether there is not danger that the copperas, carbolic acid, etc., may themselves become a source of contamination? We certainly would not pour them *into* the well, yet are we not risking their getting there through the soil? Fortunately, the well in question is not now in use, but it is liable to be in the future, hence our inquiry.

Waterbury, Conn. C. M.

The question is not clear. The soil in cellars and outhouses should not be contaminated with anything that good airing and draining should not remove or purify. If there has been spilt in these places the poison of any special disease or discharges, supposed to contain such, then the danger from such a disinfectant as copperas or chloride of lime would probably be less than that from the infected discharges. But if there is any probability of infection of the well or its sources and supply, the water should, if possible, not be used for a long time, but the well should be frequently pumped out and its contents carried away to a distance. If it be really necessary to use the water it should be thoroughly boiled and filtered before using. As to the soil of the cess-pool, we can only say that no leaking cess-pool should be allowed to exist near to a well. If the cess-pool is cemented and emptied periodically, or automatically by siphon from time to time, then disinfectants may properly be thrown into the cess-pool, as they will be removed with the other contents. There would, of course—to answer your question explicitly—be some danger that the sulphate of iron or the carbolic acid might be found in the well water; to what degree would depend upon the amount used, the distance of the well, the nature of the intervening soil, etc. Whether the amount in the water would be dangerous or not would depend upon these same factors. We think that any dangerous amount of carbolic acid could probably be detected by smell, and we think that taste would recognize any harmful amount. But, as we said in the beginning, water liable to such contamination should not be used.

Too Sudden Weaning.

I.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My son is ten months old. My milk nourished him sufficiently for seven months, and I have been giving him Nestlé's Food through the day and nursing him twice through the night for three months. He sickened of Nestlé's Food, and I changed his nourishment to sterilized milk; to 1 quart of milk a large cup of water, 2 ounces of milk sugar, and a large pinch of salt. He took this well for two days, when he threw it up in large curds. He now refuses it and takes Nestlé's Food again.

Would you advise peptonized milk? Should I dilute the milk more? Please give me a plan for his diet, as he will soon tire of Nestlé's Food.

Corning, N. Y. MOTHER.

The vomiting was probably due to the sudden change in the amount of albuminoids (casein, etc.) given to the child. Milk is more watery if drawn only at long intervals—in this case only at night. Even at its full strength the breast milk is far below cow's milk in proportion of albuminoids. Nestlé's food owes its digestibility to its low proportion of albuminoids when diluted as is usual—say, 1 in 10. To change suddenly from these two forms of nourishment to nearly pure milk is very abrupt. The amount of sugar, too, is rather larger than necessary to make good the sugar of milk in an equal bulk of breast milk. An ounce and a half would be enough. But we do not know that the excess has done harm, although it may have increased the tendency to vomiting. If you try milk again we would suggest that

you use at least as much water as milk at the start, and preferably barley water.

We see no reason for peptonizing the milk until you have tried a food properly diluted without peptonizing.

II.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Having had an unusual experience during the past week with my little boy who will be one year old this month, I write you to learn what mistake I have made and what course to pursue hereafter.

My child has had a wet-nurse since birth, and on Monday last I determined to wean him, depriving him entirely of the breast, and giving him plain boiled milk. When the baby refused this, I resorted to prepared barley and milk; but for two days and three nights he swallowed but a few mouthfuls of either, continually growing weaker. I finally gave him some brandy and water, to sustain his strength. He partook sparingly of the latter, but his condition became so serious by Thursday morning that we were forced to resume giving him the breast, which we were fortunately able to do.

Kindly let me know whether and when it is advisable again to attempt to give him boiled milk, which is evidently repulsive to him, or what substitute I should use.

New York City. R. G. L.

You have perhaps escaped a still more serious experience through the baby's refusal to accept so radical a change of diet. In answer to "Mother" we have just explained why the stomach accustomed to breast milk —in this case probably abnormally thin from the age of the breast—should be unwilling to accept pure cow's milk, especially if it have the pronounced taste that comes from boiling. The child would very likely have been made ill by such a diet. You should certainly make your weaning in the case of such a child as yours under the explicit directions of your physician.

Variety in Food.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have a little boy nineteen months old, and I would like to get your advice about his diet. He is perfectly well and strong and has all of his teeth except the second molars. His frame is small, but he is very fat and seems stronger than most children of his age. What I want to know is, do I give him the proper food? Our physician recommended malted milk when I was obliged to wean him on account of sickness, and we gave him that from March until September. Then I gave him cow's milk sterilized, for a few weeks, but now he takes it unsterilized with a little sugar added. He has four bottles daily, and each time drinks about three-quarters of a pint. He also occasionally eats a very little oatmeal, but does not like it much. He eats beef when we can get it from town, and mashed potatoes, but he doesn't seem to want to eat.

(1) Would you advise me to keep on with his diet as it is, or must I sterilize the milk?

(2) Would you advise me to wean him from the bottle altogether? A SUBSCRIBER.

Lakeview, Ala.

(1) There is no reason, if you get it fresh and pure, why the milk should be sterilized in cool weather. You are familiar with the proper care of milk. Nor do we know why any sugar should be added. It may do him no harm, but as a rule sugar is undesirable after a child is old enough to take pure milk. When we dilute cow's milk to diminish the proportion of casein, we add sugar to regain the proportion of sugar which we did not wish to diminish.

(2) We think so. Teach him to drink slowly. The only advantage at his age that a bottle has, is the prevention of too hasty swallowing of the milk.

We may further say that we think that he is old enough to vary his diet. He can have, instead of milk, once a day, a cup full of good broth—mutton, beef or chicken—with stale bread and butter or cracker. These latter articles he would better learn to eat, chewing slowly, and they may be given more than once a day. When you give the beef, cut it very fine or scrape it. The oatmeal with milk or cream is very good for the first meal of the day. The mashed potato may be allowed if he has good digestion. It should be a roasted or baked potato, mashed with a fork so as to finely pulverize it, and sprinkled with salt. It is better not to put butter upon it. If you have "platter" or "blood" gravy from beef or mutton, a little may be poured over the potato.

Lime Water in Sterilized Milk.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I should like to ask one or two questions about the sterilization of cow's milk. I have read the various articles carefully, but one or two things I hardly understand.

(1) When should the lime water be added? I use a patent sterilizer with the rubber corks and

glass stoppers. The directions say to boil ten minutes with the rubber corks in, then to insert the glass stoppers and boil ten minutes more, and not to uncork a bottle until ready for use. The lime water I put in each bottle, as I uncork it for use. I know of several who pour the milk out of the bottles, after sterilizing, cool, add the lime water, and then pour back in the bottles and cork them. Which way do you consider correct? My idea has been that the milk should not be exposed to the air after the glass stoppers are put in until it is given to the child.

(2) Should the milk itself boil?

Lincoln, Neb. M. M. B.

(1) If the milk be sterilized as usual in an Arnold sterilizer the lime water is best added after the steaming, just before the cork or stopper is put into the bottle. If put in before the sterilizing a brown color ensues, at least often does so. With the perforated cork system used as you are doing, it is probably necessary to put in the lime water at the start or at the time of using as you are now doing. We should prefer your way. To pour the milk out, and pour it back again, is to invite the troubles which sterilizing is meant to guard against.

(2) No. We prefer, indeed, to use steam to boiling water, and, for ordinary use, we prefer the immersion in water that has been just boiled, as described on page 281 of the August number of the NURSERY GUIDE. This process of sterilization at low temperature has received the name of pasteurization.

EARLY LESSONS IN KINDNESS OR CRUELTY.

BY A. D. FOGG.

"THOUGHTLESS and unfeeling conduct," says Mrs. Mary F. Lovell, "which rapidly develops into downright cruelty, is exercised first and most largely toward the brute creation, because of its helplessness and the larger opportunity. It may begin very early. An innocent baby will, in his exuberant happiness, squeeze a poor kitten nearly to death, and try to put his fingers into its eyes; but the baby's innocence is no reason for allowing him a pastime which gives pain to a living creature. The kitten has rights which even a baby can be taught to respect; and the baby has the right to an early training which will make him, by and by, a benevolent and humane member of society, and not a selfish and thoughtless one."

From the societies for the Prevention of Cruelty to Children we can learn how often little children are cruelly treated by those who ought to protect them. It is but a natural sequence. When the father was a baby he tormented the kitten; as boy he abused the dog; as larger boy he bullied the smaller one, and as husband and father he tyrannizes over wife and children. He has never learned to control his temper; he has never known what it was to protect the weak; he has never learned to regard the feelings of others—what can you expect of him now? The child's sense of justice is keen, and he knows when he is punished simply because father or mother is in a temper and must vent it upon something. Is it any wonder, then, that the child grows surly and resentful; that he learns readily to deceive, and that the life of the father is repeated over again in the child?

Many a mother gives all unconsciously to her child his first lesson in cruelty. Baby is seated upon the rocking-horse, a whip placed in his little hands, and he is told, "Now, whip the old horse and make him go." Katie is teasing the cat and making her cry, and the mother says, "Don't pull the pussy, she will scratch you." Tommy is pinching the dog to see him squirm, and she says, "Don't hurt Rover, Tommy, he might bite you." Oh, mother, do you realize that you are teaching your child that there is no harm in inflicting suffering upon anything provided he is not himself hurt by it? Johnny starts to run across the room, trips over a chair and bumps his nose on the floor. Johnny howls and his mother says, "Naughty chair, to make Johnny hurt himself; beat the old chair"; and she immediately proceeds to administer condign punishment to the unoffending chair. She is teaching the child that instead of controlling his temper, he must give full vent to it, and that if he is hurt, instead of bearing it like a man, he must revenge himself upon something, whether innocent or guilty. What will be the result of such a training?

A little four-year-old toddler was pulling at his mother's skirts and teasing her to play with him. "Oh, don't bother me now," said the mother; "run away and chase the old lame hen round the garden," and the little one ran off eager at the prospect of his fun. Fifteen years later, when this same mother was enfeebled from sickness, she was bemoaning with wonder why it was possible that her boy, for whom she had done and sacrificed so much, should be so unfeeling in his treatment of her. The seed she herself had planted and watered had sprung up and was bearing abundant fruit, and she did not even recognize that it was from her own sowing.

When the thaw came after the great blizzard and the water was running in rivers in the gutters, two little girls of eight and nine were seen holding a tiny kitten under the water until she was almost drowned; then lifting her out to revive, when they would again put her in the water. These were children of families of good social position in the church and in society, but what home heart-training could they have had, and what kind of mothers will they make in the years to come?

Baby stretches out his little hand for the fly buzzing on the window-pane, and laughs and crows with delight as he crushes it in his tiny fist, or pulls from it limb after limb. These first destructive instincts should be checked then and there. If Baby is old enough to have those instincts developed, he is old enough to be restrained from them.

I quote from another: "I know of a baby fourteen months old who has been taught not to touch flowers, but only to smell them; and not to touch the cat, although he is perfectly delighted with her. After a while, when he is old enough to understand, he will be allowed to touch her very gently; and he will be much more likely to always treat animals kindly and gently than if he had been allowed to handle the cat or other pets as he would a toy that squeaked when it was pinched."

Most children do not mean to be unkind to their pets; it is thoughtless ignorance that makes them treat them as they do. To be sure they have been told that they must not pull the cat's tail, but the reason given has been, not "It hurts poor pussy," but "she will scratch you if you do it." Therefore, the impression given to the child's mind is that the harm lies, not in pulling the tail, but in getting scratched for it. It is often in an excess of devotion that the little one takes kitty up and holds her head downward pressed tightly against her. The rubber toy dog squeals when he is squeezed, so why should not the kitten do the same? The child makes no distinction between them, because the mother has never taught her that the dumb creatures suffer, and has never brought home to her the thought: "How would you like to have some one do that to you?"

Do not place in the hands of your child such toys as whips, guns and swords, but teach him rather that needless wars and cruelty are crimes. Teach him to find delight in studying the birds with an opera glass instead of shooting them, and to take pleasure in feeding them rather than in robbing their nests. There is no surer way to

teach a child to be unselfish and thoughtful for others than to make him considerate of the feelings of his pets; yet this fact seems to be utterly lost sight of in the training of many children.

The following incident which took place on a railway train illustrates another way in which some mothers unconsciously give to their children lessons which will develop results they little dream of. The gentleman who told the story said that it reminded him forcibly of what we are all too apt to forget —that our children do as we do, rather than as we tell them. He said: "On the two seats in front of me sat a mother and three children, aged about three, five and eight years. They had evidently been traveling a long distance and were thoroughly tired out. The oldest, a boy, was twisting about in his seat after his mother (evidently anxious that he should behave well) had told him to sit still. Out of patience, she hit him a sharp blow on the leg, which made him cry a little, after which he sat with a sullen look on his face, evidently feeling the injustice of the punishment. In a few moments his little brother did something that displeased him and he immediately gave him a slap in perfect imitation of what had been done to him. This action received a very slight reproof. I felt strongly tempted to talk pleasantly with the mother and try to show her the inevitable result of such treatment. I have been very sorry ever since that I did not, for I believe that every mother really wishes to do the best that can be done for her children."

Strange, indeed, that so little attention should be paid to developing tenderness of heart, yet we all know that the strongest, noblest man is he who unites with that strength tenderness and pity for the weak things of earth. Teach the child to be brave and strong, for to protect the weak and helpless often requires great moral courage. Teach him that it is cowardly to abuse any being weaker than himself, and that he must respect the rights of every creature. Teach him never to find his pleasure at the expense of another's pain and to love and protect whatever is dependent upon him. Think you that a child so nurtured could deal harshly with wife and children when grown to man's estate, or spend his earnings in the bar-room when his family were suffering for food? Show the children what an immense amount of happiness they gain for themselves in the love and devotion won from their four-footed friends, and open out before them an endless field of interest in the study of the wonders of the animal creation. Teach them that dumb creatures feel and suffer; that they have intelligence, that they have hearts full of faithful affection for us, if we are only willing to receive it.

O loving mother, put your child into the arms of Old Mother Nature and let her fill his heart with pure and innocent and holy thoughts! Teach the little one to love the woods and the fields, the flowers and the birds, and to call his horse and his dog his friends, and you have added to his capacity for happiness a thousand fold. Give him a glimpse of the wonders to be seen in the study of the animal creation, and you have opened out before him a field of interest and pleasure which a lifetime cannot exhaust. There is no surer safeguard you can give your boy than to send him into the world with this love of nature filling his heart. He has learned to "look through Nature up to Nature's God," and to know the Creator, not as an abstract being, but as a living, breathing Presence. The man whose heart has been thus kept pure and tender, whose soul is filled with divine love and compassion for the suffering dumb creatures whom he calls his friends, can never become hardened in sin; it would be a moral impossibility.

KINDERGARTEN-AT-HOME STORIES.

The Leaves' Tea-Party.

ONCE upon a time, just at the edge of a beautiful meadow, where the grass grew so tall that the butterflies, in their gay gowns of red and gold, played hide-and-seek all the day long, lived a Mother Tree with her family.

Mother Tree was like the old woman that lived in a shoe—she had so many children she didn't know what in the world to do. The Leaves (that was what Mrs. Tree called her children, for there were so many of them she couldn't possibly find a name for each child, so she called them all Leaves, and loved each one for itself) used to watch the butterflies having such gay frolics over in the great meadow, and wished they too might romp with them. But Mrs. Tree thought so many children ought to have plenty of fun by themselves, and that they were much better off at home, where she was sure they were safe and sound; also that children should learn to be busy part of the time, and not think life was all play.

So these Leaves learned to spin and weave the blankets which were to keep their baby sisters and brothers warm after they were gone to Dreamy-Town for the winter.

But one day—dear me, what a day it was, to be sure!—the postman, who was a carrier dove, rang the bell of the best front door, and left a dainty letter, the contents of which turned every child's head topsy-turvy, and nearly drove them frantic with joy. For—what do you think!—the Fairy South Wind had invited them cordially, so the letter said, to a tea-party in the meadow, just over the way, "the first day they were at liberty to come."

Such a shout, such a hub-bub as there was! Poor Mother Tree thought surely her children had gone crazy. "My dears! my dears! this terrible noise, what does it mean?" "Oh! oh! mother, dear," said one Leaf; but before he could say any more, half a dozen said: "Oh, mamma, *say* we may go! ah, can't we go?" while the rest were dancing and whirling, standing on their heads and behaving like anything but well brought-up Leaves.

Mother Tree put her hands over her ears and shook her head, which meant that she couldn't hear a word that they said until they stopped a very little of their noise. Then she said: "Now, if you will talk to me one at a time, like well-behaved children instead of wild Indians, I will try to listen to you."

Then one of the Leaves, with a great deal of assistance from all the others, told of the invitation they had just received to the Fairy South Wind's tea-party.

"Can't we go to-day, mamma, dear? do, oh, do say yes!"

But the wise old mother said: "Have you finished your work? Are all the blankets ready for your trip to Dreamy-Town?"

Each little Leaf hung its head and whispered: "Not quite, mamma." "Then, my dears, don't you think it would be best to finish your work first and then play? Run away, now, and do your best to-day; then, when your duty is done, if it is a fine day, you shall go this once to the tea-party."

Away they flew, laughing and happy, and soon were working with might and main. So busy were they that they forgot to talk, but worked on like beavers until bed-time came. They had done much, but not quite all, so the mother told them to work one more day, and be patient, for she was sure they would have a much better time if they left nothing undone.

How they worked! from the first peep of the sun until he went out of sight behind the western clouds; and when the mother came

around to see her children she found each and all able to say: "Yes, mamma, our work is finished. See, the baby you gave me to take care of is tucked in so snug and warm that Jack Frost couldn't possibly nip either her nose or her toes."

"You are dear, good children," said the mother; "rest a while now, and when the sun comes up over the eastern hills you shall go to your tea-party."

So they rested. While they were napping, who should come along but old Jack Frost. Now, Jack had heard about this tea-party, and how good the Tree children had been all through the summer, so he said to himself: "They are beautiful children, and I—I think I'll give them each a new gown to wear to this tea-party. They have worn those green gowns all their lives; it's high time they had a new one, especially as it's the South Wind's tea-party, and quite especially because I don't seem to be very busy to-night. I'd just as soon paint them each a new gown; it will be such fun to see how surprised they will be. They'll feel like the old woman who went to market, and fell asleep on the King's Highway. So, rubbing his hands, and laughing at the trick he was going to play on them all, Jack took off his coat, stopped his whistling, got his paints ready, and went to work. To some he gave red gowns, to some brown, and to some gray, until he was sure that no Leaf would know his own brother, so gay were their costumes. Then, as he whistled, and gave a loud call, waking each one, away he flew.

In a jiffy they had rubbed their sleepy eyes open, and calling to each other to make haste they soon were ready to bid mamma good-by. Such a scamper, such a rush, such a hurry were they in, never once did they notice how gay were their dresses until Mother Tree said: "Can these be *my* children in such gay and festive gowns, of red and brown and gold?"

Then the children looked in wonder and surprise at each other. "Where, where did they come from, mamma!" they all cried. Mamma shook her head. "It looks like Jack Frost's painting, children. He's a good fellow, for all his mischief. Well, I'm glad to see you so fine for your party; and if you behave as well as you look you are sure to have a good time." Then the Mother Tree kissed her children, shook her head and sent them flying out in the sunshine.

South Wind was waiting for them, and as they came tumbling head over heels into his arms, he blew them here and there with his soft, sweet breath, chasing them into the meadow, where they romped and played all day long until tea time. Then, what a feast they had, such luscious dewdrops served on rose leaves and goodies without number, until each child declared "he couldn't eat another bit."

They had played so hard and eaten so much that they began to be drowsy and sleepy. They said they must go home. So they each bade South Wind good-night, and thanked him for the good time they had had. Some of the little tots were so drowsy they dropped to the ground and went to sleep before they could get home. The rest were just able to say in a very sleepy tone: "Good night, mamma; we've had such a beautiful time," and then they, too, were off to the Land of Nod.

When the moon came up in her sky-tower to watch the earth through the night, she saw these dear children lying on the ground with nothing over them. So she hurried away to her cousin, the cloud, and told her about it.

"Oh, that will never do, never at all; they'll surely catch their death of cold," said the cloud. "I'll send them a blanket at once," and off she hurried to her store-house. Very soon the air was full of soft, white feathers, which came floating down and down until they reached the Tree children. Faster and faster they came in their hurry to cover them up, lest they should take cold. In a little while every tired, sleepy leaf was snug and warm, for his trip to Dreamy-Town, under his blanket of snow.

AUNTIE MARIAN.

Teddie's Lesson.

WEE Teddie stood on a chair with his hand on the match-box. Those matches

were a great temptation, they made such a funny noise when scratched.

Teddie selected one and rubbed it softly on the rough paper; a tiny smoke went up, but no flame. Then he scratched it harder. Oh, what a beautiful flame it made! He almost dropped it, but remembered just in time, and stood watching it burn down, when mamma came past the door.

She was a wise mamma, who usually thought twice before she acted once, even about a fire, so after the first start she waited, and yet when the match burned the naughty little fingers that held it, I think it hurt mamma quite as much as Teddie. When it dropped she sprang and put it out.

"Oh!" murmured Teddie, guiltily.

"You may come with me," said mamma, quietly, and yet with such reproving eyes and voice, that Teddie would a little rather she had just spanked him.

"Oh, my finder aches," cried Teddie, as mamma sat down in the big arm-chair and drew her little boy up into her arms.

"Isn't Pond's Kerstracted good for—for burns?" asked Teddie, looking everywhere but at mamma's eyes.

"I'm going to tell you a story," said mamma, seriously. "Once there was a little boy"——

"What his name?" interrupted Teddie, shaking his burnt fingers.

"A little boy, named Johnnie. One day he went into the kitchen and shut the door, and did what his mamma had often told him not to do. What do you suppose it was?"

"He light a match?"

"Yes! And when it began to burn his fingers, he dropped it—just as my Teddie did—right on his thin white apron, and the apron caught fire and set all Johnnie's clothes in a blaze. Johnnie screamed and ran to his mother, and she burned her own hands in putting out the fire; but it had burned Johnnie's arms and shoulders and his face—does your burn hurt you now?"

"Yes!" whispered Teddie, much frightened.

"Well, just think how this little Johnnie's arms and shoulders and face must have ached—worse than your finger, for three or four weeks."

"My!" said Teddie, winking hard. "I should fink he'd cry."

"He did," answered mamma, "but that didn't stop the pain."

"Mamma," said Teddie, putting a little hand on each side of her dear face, "I wouldn't light anover match—not for a million dollars!" J.

Fanny and the Rain.

ONCE, long ago, there lived a little girl named Fanny, who was very fond of play. Every day she played on the green grass, and she played she lived in a large, beautiful house; that the grass was rich, green, velvet carpet; that the blue sky and white clouds were a painted ceiling; that the trees and bushes were chairs and tables for her house, and that the sun was a great lamp to light it at night and a window in the day, or a warm stove to warm the house during the long, cold winter.

One morning when Fanny woke from her sleep, the sun was not shining as usual, and when she went to the window and looked out of doors the raindrops were pattering down. Oh, how sorry she felt! What would she do? She must stay in the house all the day. "I wish you would go away, old rain," she said, "I want to play." But the rain answered: "No, my little girl, not to-day do I go away. You must give me a chance, you see. The sun has been shining ever so long; it is my turn now." But Fanny only said again, "I wish you would go away, you horrid, horrid rain; I wish you would go away and never come back." She had scarcely finished her answer when she heard a little voice just outside the window-pane calling to her. It was a small, wee voice, and it called, "Fanny! Fanny!" She looked around, but could see no one. Again the voice said softly, "Fanny! Fanny!" Where did the voice come from? Was it the rain calling to her? No; for just outside the window, as close to her as he could get, was a little fairy water-man, all made of water; his head, his arms, his body, his legs. He

had on a little coat made of water, too, and a water hat with little drops of water not so large as a pin's head falling off it. He said to Fanny, "Dear Fanny, you want the rain to go away, do you not, so you can play on the pretty, soft grass, my pet? Well, don't be discouraged, dear, for I'll chase the rain away. I'll chase the rain away so it will never come back." And he held up a little stick, made of water, too, and moved it up and down and left and right, saying all the while, "Go away, rain; go away, rain." And then he was gone, but the rain was gone too, and after Fannie had put on her hat and had gone out to play, the grass was warm and dry, just as though it had not rained for a long, long time.

Every day Fanny played outside the house, and the sun shone, and the clouds stayed away, but soon the grass began to turn yellow and brown, and to look as though it were going to die, and the trees dropped their leaves before it was time; and one day when Fanny ran to the brook for a drink of water, there was no water there. "Never mind," thought the little girl, "I'll run into the house and ask mamma for a drink"; but her mamma said: "My dear child, I am very sorry I cannot give you a drink; it has not rained for a long time; the well is dry; I have no water to give you." "Well, then, can't I have a drink of milk, mamma?" said Fanny. "Dear Fanny, it has not rained for so long, the cows have had nothing to drink; and because we have had no rain, the grass has not grown, and they have nothing to eat, so they can give us no milk." "Oh, dear," said Fanny, "can't I have something to eat, then, mamma?" But her mamma answered: "Fanny, because of no rain the grain the farmer planted some time ago would not grow, and, of course, there is no wheat to grind into flour, and without flour we can have no bread." "Oh, mamma," said the little girl, "everything around us is dying because we have no rain, I am afraid we must die, too. How I wish it would rain! How I wish it would rain!" Just then Fanny heard a tap at the window, then another soft tap, and then another, and another. She rubbed her eyes and looked outside. She could scarcely believe what she saw. It was raining hard. The grass was beautiful and green, and so were the trees, and the brook was full of water. She rubbed her eyes again and again. "Oh, mamma," she said, "I have had such a queer dream, such a queer dream. I dreamed I did not want it to rain, and all things were dying for want of water, but it is raining hard you see. Oh, you dear old darling rain, I'll never wish you were away again. Thank you, dear little rain drops, patter away all you please."

MRS. W. H. EDWARDS.

THE MOTHERS' PARLIAMENT.

A Tale of Two Domiciles.

—So many people said to the Mistress of the Manse: "How sorry we are that you have seven wild Irish children for neighbors!" But the Mistress only smiled as she thought that perhaps Mrs. Erin Gobrae was being sympathized with because there were six wild Americans next door to her.

At first the seven under ten nearly annihilated the six under eight, and the Mistress of the Manse was well nigh at her wits' end, while the Wise Man, in a very unbiblical manner, urged his boys to fight back and *win!* A few kind words, a little attention when the baby was ailing, a stray apple or two for the larger boys, and peace brooded over the two nationalities who had to live within a rod of each other.

Just before Christmas the children of the

Manse assembled in full conclave with the Mistress. "Children," said she solemnly, "we'll have a tree for the little Erin Gobraes!" Now, all the flock had been so long in California that they had never seen a Christmas tree, and the shrieks of delight and anticipation caused the Wise Man to emerge from his scholarly seclusion to inquire whose head, this time, was broken. The Mistress unfolded the plan amidst energetic asides from everyone. "Fine, my dear, fine," approved the Wise Man, "but how much money have you left in the Christmas Treasury?" She began to count, while the boys stood on their heads, and the girls hopped on one foot. "Two dollars and fifty cents," came rather faintly from the Treasurer. "Well," said the Wise Man, as he retired to his den, "I shouldn't draw the line at the Erin Gobraes. I should invite the whole town on that amount." "You wait and see our success," was the cheery reply, and the tree was sent for at once, and fifty cents were spent in trimmings for it, while the children, who were fairly bursting with the secret, were set at popping corn for the decorations.

There were Mr. and Mrs. Erin Gobrae and seven little ones to provide for, and all out of $2, and it made the Mistress think hard for some time. A quart jar of jam was washed and decorated with pictures cut from cards, and a large cravat of gay cretonne made it a thing of beauty, while a card, labeled "Sweets to the Sweet" made it a joy (as long as it lasted) to Papa Erin Gobrae. Bright cretonne was purchased, and a darning bag, bristling with cushions and handy with pockets, was evolved to delight mamma, and its cost was about a quarter. A few cents purchased tarlatan, and two happy afternoons were spent by the children making candy bags, which though crude were loving work. The remainder of the money went for useful articles, such as pencil cases and school bags, or in toys for the children, and the twine doll for the baby cost nothing but a little trouble.

Christmas Day, after dinner, the whole family assembled to dress the tree, and the Wise Man had become as enthusiastic as the youngest, and was the inspiration of the party. Anticipations next door ran high, for that there was a mighty secret had leaked out, and the invitation, written on the best note paper, had caused the guests to inform their hosts, "You bet we're comin'." The tree was not too large, and so the little trinkets, gay candles, snowy popcorn and brilliant tinsel showed in all their glory. From the branches hung men, women and dogs cut from cooky dough, and the tarlatan bags did not show crooked stitches made by little fingers when bulged out with candy. Just before the guests arrived the children were told: "You had your Christmas to-day, and so you are only to think of your company and keep self out of sight," and they did nobly all the evening.

The tramp of heavy boots on the stoop announced the arrival of the Erin Gobraes, and as the door was thrown open with a "Merry Christmas," the family filed in. One little boy had hip disease, and his leg was enclosed in plaster of paris, but his pale face was beaming, and all his hosts tumbled over each other to secure him an easy chair. After mutual inquiries for the health of the families; after the babies had been exchanged and admired and returned; after several squabbles over the little chairs had been settled, the Wise Man proposed that the little hosts should sing, and starting up the tune on the piano, he led in "Coronation"; this was followed by several other hymns, the audience listening quietly. When college songs began, wild delight was manifested, and when five childish voices sang:

> "Do-da-do-da-day—
> Bet my money on a bob-tailed nag,
> You bet yours on the bay,"

an enthusiasm prevailed that well nigh became an uproar, and guests and hosts were swept on as in a tidal wave!

In the midst of this the Wise Man disappeared, and the Mistress of the Manse sat down among the thirteen children and read "The Night Before Christmas," to the great enjoyment of all concerned. As the last words were uttered the doors into an adjoining room were flung open, and there in all its gorgeousness, ablaze with light, stood the

tree, and the children's amazement was shown by long-drawn Ohs and Ahs.

After sufficient time had elapsed for admiration, the gifts, so unexpected and so much appreciated, were distributed, and the delight more than paid for the trouble taken. The children were very quiet and well behaved, indeed. I have often seen children of gentle antecedents who did not behave half as well. Mr. Erin Gobrae, as he clasped his jar of jam, informed the Wise Man this was the first Christmas tree he or his family had ever seen, and Mrs. Erin Gobrae told the Mistress that they had never been able to keep the holiday beyond a new article of clothing for each child. As the candles on the tree burned low, from the dim room beyond came a table, laden, as in fairy tales, with good things, and the happiness then fairly beamed from the little folks' faces.

Thirteen children sat on the floor and ate cake and ice cream, and had a jolly time, while the elders talked over the training of the little ones; and who shall say that each family was not the better for it? From the simple and inexpensive tree much good came. The little lame boy was remembered through the snowy days, and games, pictures and dainties were shared with him. When the families moved in the spring there was the kindest feeling between them, and the children of the Manse had been trained to think of others.—*Mary Hedley Scudder, Norwich, N. Y.*

One Way to Crack that Nut.

—"A Nut not Hard to Crack"—indeed, it seems an easy one to me, provided the mother is willing to give a goodly amount of liberty (the kind of liberty a child enjoys) to that active boy. I also was a primary teacher in the public schools, and having always been told that a "school ma'am's" children never did mind, had my ideas as to how *my* children should obey. Fortunately for the children, my *mater familias* believed in children's amusing themselves, and also in an explicit "Yes" and "No," so I imbibed a like disposition.

With cold weather and indoor sports the danger from cars and worrying over runaway babies will be lessened; but we have electric cars very near us, and our little girl was a masterhand at running away until, one summer evening, when, instead of coming when called, she went faster in the other direction; whereupon her papa spanked her, and now she minds very well. He does not believe in such punishment, but said he thought she was old enough to understand what it was for, and she does understand. She has played in the dirt at the edge of the garden whenever she had her play dresses on, has been allowed to pick "pitty pansies, sweet peas and ladies' sippers," knowing each different flower by name, and often carried the treasures to bed in one dimpled fist. On very warm days I gave her several tin pans, one large one being full of water, and doffed all clothes but shirt and panties, and many a half hour has been spent that way. She has learned to blow soap bubbles, too, much to the delight of "baby brudder."

Now, if Master Reginald were my boy, I think I would buy him a tool chest this fall—not waiting until Christmas—or at least give him a hammer and some tacks; he will enjoy them. On rainy days we would paste pictures in a scrap-book, letting the boy do most of the work all by himself, if he is old enough. My little girl can. And there are endless resources obtainable from a practical kindergarten book, which can be developed equally well in the home, such as clay modeling, cutting papers, sewing cards, etc.

While I am writing J. is arranging my papers in the escritoire, and thinks she is "helping mamma nice," while a "no, no, dear," keeps the little fingers from the ink and other things forbidden.

This little talk reminds me of how far the preventive spirit of a mother may be carried. In a wealthy family here, the daughter of sixteen wanted to go into the kitchen to learn to make some dessert dishes. When found there by the lady mamma, the latter instantly forbade her the kitchen, telling her it was no place for her, and instructed the cook not to allow her to help. Where would be the matrons of the future if all mothers were so thoughtless of aught but style? Do we

younger mothers sometimes exercise a like spirit in regard to the babies' wishes?"—*E. LeP., Clinton, Iowa.*

The Earliest Recollections.

—I am going to submit a long-vexed question of mine to the assembled Parliament in hopes that older and wiser heads can throw some light upon the subject. To the students of baby nature, as we mothers aim and profess to be, it is always a query when memory begins to fill the pigeon-holes of the baby brain with impressions for future reference. I have a dear friend whose husband was recently called away from her by an All-Wise Father. Her comfort lies in the little daughter, a trifle over two years old, and it is her constant hope that the baby may never forget the dear father, whose name she was just beginning to lisp. She speaks of him constantly to the little one, has his pictured face ever before her, and tries in every way to strengthen and deepen any impressions that may have been made on the baby brain. Now, my question is: Will she succeed? Will not the little one, as the years go by, fancy that she remembers the reality when it is only the constantly repeated incident she recalls that, by repetition, has become a part of her memory? Or will the confused events of the past year gradually straighten themselves clearly in the tiny mind, so sensitive to all impressions?

It naturally depends much on the child, I am sure, just as impressions made on individuals differ in strength and lastingness. There is a little incident, I well remember, of my early childhood, being seated on the back of an old, gray horse, as my father carefully held me and walked by my side in front of a porch, full of admiring relatives. In comparing events and dates, I must have been less than two years old at the time, but the incident stands out clearly in my mind, while I have no shade of recollection for my grandfather, who died when I was slightly older, and whom I would give a great deal to remember.

My friend's little daughter speaks of her father as being "up in de sky wif Dod," and seems to realize that the separation is bodily, not entirely spiritual. But may it be possible that this little maiden can fill out, perhaps, her allotted span of three-score-and-ten, and still bear a memory of the dear father she loved so well in her baby days?—*M. H. B., Philadelphia.*

The Genesis of the Tobacco Habit.

—Every little while we are told that women, especially young women, are responsible for the existence of this habit. Yet, I venture to say that there is more reason in holding men accountable for women's tolerance of it than there is in holding women accountable for the habit itself.

Let me draw a very common, every-day picture. Sunshine streaming between a pair of snowy curtains, tied back with ribbon as bright as the geranium blossoms in the window; flooding with cheery light a cosy little room; playing hide and seek among the dishes on the table set for two; dancing merrily round the baby's cradle, till she crows with delight, catching at it with her tiny pink fingers, striking at it with her little dimpled fists, while mamma flits back and forth, finishing the dinner, and glancing often through the window, and smiling at the baby playing with the sunshine in the cradle.

Now there is a step on the walk, a quick, firm step. Mamma turns toward the door. With a sudden jerk Baby's pink fists and chubby legs stop their marvelous contortions for just half a second. The door bursts open and Baby's papa comes in.

He walks over to the cradle, stoops forward and rests his hands on his knees.

Baby smiles up into his face, coos softly, and strikes out vigorously with both feet and fists. Papa catches her up, lifts her high above his head, shakes her softly till she laughs in glee, and almost springs out of his hands. Then he draws the soft, dimpled bit of loveliness down till the parted rose-bud lips touch his, and her breath, sweeter than the breath of violets, mingles with his—horrors—vile with tobacco. No wonder Baby dabs her tiny fist into his face. Though she

has breathed that tainted air every time he has come near her, since she first opened her eyes on this queer world, I don't believe she likes it yet. But she will. She can't help herself. For papa realizes fully how delightful is the sweetness and the cleanness of that dainty mite of humanity, and he kisses and coddles her to his heart's content as though he had a perfect right to saturate heavenly purity with the fumes of his filthiness.

After a little, when he has eaten all he wants, he gets his pipe. He draws a match across the bottom of his shoe while he talks to mamma, who has Baby in her arms. Then he lights his pipe. You know how he does it, how he puts the stem in his mouth, applies the match to the tobacco, draws and puffs, just to get it lighted; the smoke curls upward round his head and fades away into the air that Baby breathes, and settles on her snowy robes.

But the pipe is lighted. He takes it from his mouth, and, "now a good-by kiss for papa"; and mamma lifts her up that she may get it. It is freighted as heavily with love as with tobacco smoke. How is Baby to distinguish between the two? She can't. And as the days, the weeks, the months, the years go by, her father's love, his care, his superior wisdom and strength are mingled inseparably with the stench of his tobacco, and for that very reason it is not a stench to her.

The years flee swiftly away. Baby has kicked herself out of long clothes, crept out of babyhood, walked into girlhood, through which she is lightly tripping.

When papa is going from home now, it is "Girlie, bring papa his pipe. That's right; now a match." Girlie's winged feet run for them, her willing fingers bring them, and she is rewarded with a tobacco-scented kiss; but by this time she likes tobacco-scented kisses. Isn't papa the best man in the world, and the dearest? Doesn't he embody her ideal of all manliness? Isn't he the model for the friends she will choose in the future? Isn't he the man her mother chose above all others? (Now, will you turn upon her mother? Wait till you know about *her* father.)

When the time comes that other men, younger and handsomer than papa, strive to win her smiles, how can you expect her to frown upon the cigar? I know of nothing more unreasonable. Do you?—*Jean Mitchell.*

Busy Bees.

—Having three little ones, all under four years of age, and having to do most of my own work, I have no time to pursue a systematic course of kindergarten training, but I wish to tell how helpful my little ones are for the benefit of those mothers who are as busy as myself. They have learned to thread beads, spools and buttons with needle and thread, and the oldest threads bits of bright cloth or paper, alternating two colors. She is now learning to sew on buttons. Sometimes I allow them to "play" a little on the organ. They have learned a very few simple rhymes, which they repeat after me as I work; and, of course, they try to sing. Her papa has taught the oldest to sing the scale. I am beginning to teach them to count and to distinguish colors. But we do not have these rhymes, songs and lessons very often, for it is not best to crowd the little brains. We only have them for amusement as yet.

My little lasses help me set table; wash dishes; dust; knead their bits of bread on their own especial kneading-board; wait on Baby; undress themselves after their clothes are unfastened, and put their clothes away at night and get them again in the morning, to be dressed; pick up their playthings; help fold clothes; go to a certain drawer for clean clothes for Baby, etc., etc. Of course, it takes time to teach them these things, but it pays; and "please," and "thank you," and some judicious praising accomplishes most of it. Only two chores are made obligatory as yet—picking up clothes and playthings. These they must always do. But when they once begin anything they must finish it to the best of their ability. All children are anxious to "help mamma," but this help (?) must be judiciously received and directed. Too many children are spoiled by having everything done for them. Teach them to depend on themselves.—*Busy Mother.*

NURSERY LITERATURE.

FOR a large class of persons, both young and old, books make the best presents; and for all classes and all ages a book of some sort can hardly prove unacceptable in addition to any other gift or gifts which may be deemed appropriate. With the wish to give as much assistance as practicable to our readers in the selection of books, it has been our custom to describe a few of the newest publications, especially at the holiday season; and in the list below will be found a number suited to each age, from infancy, when "book" is only a dignified name for toy, through two or three periods of childhood, to the years when childish things are put away and books are useful in parental duties, or entertaining in sentiment and reflection concerning child-life.

It is, of course, always more satisfactory to examine a book before buying than to depend upon a description of it; but for the convenience of those who must make their purchases by mail, we have endeavored to describe the volumes with sufficient clearness to enable the reader to discriminate intelligently. Criticism has not been attempted; books which, in the editors' opinion, are not to be recommended, are not mentioned.

The size is given in inches (in preference to the trade terms of 12mo, etc.), the height first, and width second. Illustrations are in black unless colors are mentioned.

Books for Children under Six or Eight Years.

Aunt Louisa's Book of Nursery Rhymes.—A collection of some hundreds of rhymes and jingles of the Mother Goose order, mostly quite short, with one or more pictures for most of them. 9¼ x 7¼, 94 pages. Boards, with waterproof colored pictures on front and back. Frederick Warne & Co. 50 cents.

Prince Dimple and His Every-Day Doings.—By Mrs. George A. Paull. This account of a baby's joys and tribulations, from his "five little pigs" to his researches in the dictionary, has been recently especially commended by readers of the NURSERY GUIDE, and queries have been received as to its publisher and price, which we regretted not being able at the time to answer. We can now give the particulars, together with description of two other volumes by the same author, continuing the unpretentious but always interesting story. (One of these also was alluded to in our last issue, by a subscriber in England.) They are: *Prince Dimple and His Further Doings* and *Prince Dimple on His Travels.* The three books are uniform in size (8½ x 6¾) and binding (blue cloth, gilt), and constitute a charming series of nursery life histories such as are sure to engage the interest of the very little ones, probably even as young as two years. There are a number of half-tone illustrations in each volume, apparently from photographs of the Prince himself. About 140 pages each. A. D. F. Randolph & Co. Each, $1.25.

Babyland. — Bound volume for 1892. Our readers have often exchanged commendatory words in our pages concerning this "magazine for *youngest* readers." Genuine baby stories, for babies, in language as near to baby language as Webster and Worcester permit, abound, with pictures in keeping. 10 x 8, 96 pages. Boards, illuminated. D. Lothrop Co. 75 cents.

Children's Pleasures is the title of an indestructible picture book, intended for the very little ones, and containing ten varnished chromo-lithographs, printed in Germany, on heavy cardboard leaves. The colors are brilliant and will rivet the eyes of the baby, and the big brothers and sisters of six or eight will not be beyond admiring them. There is a four-line jingle under each picture, but the younger ears will probably not be fascinated with the rather strained rhyming. The indestructible character of the book is a valuable feature for nursery use. 7 x 8¾. Boards, illuminated. Cassell Publishing Company.

Our Noah's Ark.—This is a toy in book form, rather than a book. It opens out in panorama style, to a length of nearly 5 feet, where we see at one end a picture of the Ark, and moving toward it, extending from the other end, appears the procession of the forefathers and foremothers of our terrestrial population of the animal kingdom. A number of them are pasted on in such a way as

to unfold forward, giving the effect of a double procession. 7 x 9½. Frederick Warne & Co. 50 cents.

The A B C of Nursery Rhymes.—By A. J. Johnson. Familiar jingles from Mother Goose and elsewhere, one to each letter of the alphabet, each letter appearing in large type and different shades of red, blue and yellow, two to a page, the spaces being filled with colored pictures. 12½ x 10. Flexible boards, illuminated. Frederick Warne & Co. 35 cents. Indestructible edition, 65 cents.

Our Playtime.—By Charles D. Michael. A story continued through a dozen large pages illuminated with colored pictures of little boys and girls engaged in various indoor and outdoor sports, ending with the rolling of a monster snowball. Suitable for ages of four to eight. 10¼ x 12½. Flexible boards, illuminated. Frederick Warne & Co. 50 cents.

Dutton's Comic Menagerie.—Short rhymes about animals, illustrated in monotint and color on large pages. Adapted to children of four to six. 10 x 12¼, 14 pages. Flexible boards, illuminated. E. P. Dutton & Co. 50 cents.

The Nursery. Volume U.—This annual, much beloved by a large circle of little readers, is as attractive this year as ever, literally filled with pictures (one or more on every page) of a high order of both drawing and engraving, and crowded with short stories, rhymes and music, all in large, clear type, and beautifully printed. Such things do *not* make us "sigh for the good old times," when we recall, by comparison, the books of a generation ago, with which we were entirely satisfied and even delighted; we can only be thankful that ignorance was bliss. 9½ x 7¼, 192 pages. Boards, illuminated. Estes & Lauriat. $1.25.

The Wild Pigs.—By Gerald Young. The fascination which attaches to stories of animals who talk, and laugh, and eat, and sleep "like people," will be found here in all its force, and there need be no fear that any babies from three to eight will fail to be interested by it. After a somewhat somber chapter in which Tusko and his spouse Grumphy are shot, comes a spicy account of the adventures of big brother Snout in bringing up his brother and sister Chunk and Frisky through devious paths in which the way of the transgressor duly proves hard, and virtue is properly rewarded. There are 26 pictures by W. Parkinson. 8 x 5½, 131 pages. Cloth. Macmillan & Co. $1.25.

Classics of Babyland.—Numerous Mother Goose stories, etc., in verse, profusely illustrated, alternate leaves printed in red and in blue. The versification is adapted to children upwards of five years old. 10 x 8, 90 pages. Boards, illuminated. D. Lothrop Co. 50 cents.

Little Folks East and West.—By Harriette R. Shattuck. Collections of "Prairie Stories," "Mother Goose Stories," "Fairy Stories," and "True Stories," thirteen in all, occupying about half a dozen pages each, suitable for ages of five and upwards. City and country life are interestingly blended, with appropriate illustrations of various adventures, both pathetic and humorous. 7½ x 6, 95 pages. Cloth. Lee & Shepard. 75 cents.

The Admiral's Caravan.—By Charles F. Carryl. This will delight all children of five and over, being a fairy story told in a matter-of-fact way, with pictures (by R. B. Birch) of Dorothy and the hero which combine a series of surprises with illustration of the text. The Admiral, a painted wooden figure, 3 feet high, standing, with spyglass in hand, in front of a store, begins the trouble by turning around to examine a crack in his weather-beaten legs, explaining, in answer to Dorothy's question if he had never seen them before, that of course he had, but had "never seen them behind—that is, never behind before." He soon falls from his pedestal, picks himself up, and starts off, Dorothy following in fascinated amazement, and through 140 pages the wonder continues. 9 x 6¾. Cloth, illuminated. Century Co. $1.50.

Our Little Men and Women. — The bound volume for 1892 of this well-known monthly should be welcome in many homes where it has not found its way through the year. Its short stories, rhymes, and profuse illustrations are in keeping with its good reputation of previous years. 9½ x 7, 296 pages. Boards, illuminated. D. Lothrop Co. $1.25.

Merry Moments for Very Little Folk.—Rhymes by Rose E. May. Ten full-page and numerous smaller colored illustrations by Emily J. Harding. The language is too advanced for "very little folk," but omitting the first adjective, the title describes the book, and the pictures are delightful and very attractive in coloring. 9¾ x 7½, 24 pages. Boards, illuminated. Frederick Warne & Co. $1.

Dan: A Story for Boys.—By Mary D. Brine. "A story," says a prefatory note, "of a boy who was every inch a boy, and I introduce him to my little friends with the hope that they will

like him as much as I do." The annals of Dan and his wagon, their misfortunes and successes, and relations with his various playmates, will be enjoyed by children of five years and upwards. There are 8 excellent full-page half-tone illustrations by Miss A. G. Plympton. Size and binding uniform with *The Little Twin Roses* below mentioned. E. P. Dutton & Co. $1.00.

The Pot of Gold and Other Stories.—By Mary E. Wilkins. This is a collection of sixteen short stories, of a dozen or more pages each, suitable for children of six to twelve. "The Cow with Golden Horns," "The Pumpkin Giants," "The Silver Hen," "The Patchwork School," "The Christmas Monks," are some of the titles and indicate the variety. There are about 50 illustrations, and a very attractive cover design in silver, on robin's-egg-blue cloth. 7½ x 5¼, 324 pages. D. Lothrop Co. $1.50.

A Book of Cheerful Cats and other Animated Animals, by J. G. Furniss, is as cheerful as its title indicates, giving a series of nearly forty full-page pictures of feline and other performances of more or less absorbing character. Each illustration is accompanied with a jingle or rhyme, or a descriptive heading such as "Stupendous Aggregation of Miraculous Marvels," etc. It will prove very entertaining. 7 x 9. Boards. Century Co. $1.00.

Our Lifeboats.—By William Luff. Pictures of perilous adventure and rescue, describing the English life-saving service in detail. Suitable for readers of seven or eight years and upwards. 14 pages. Illustrations and binding in same style as *Our Playtime* above mentioned, and size uniform. Frederick Warne & Co. 50 cents.

The Little Twin Roses.—A story for little girls and boys. By Mary D. Brine. No more than mention of the author's name is necessary to describe the quality of this story or the certainty of its acceptability to a large circle of young readers. The "Roses" are Willie and Kitty, and their doings are entertainingly told in 64 handsomely printed pages, with ten half-tone illustrations from very good wash drawings. 8½ x 6¼. Boards, gilt. E. P. Dutton & Co. $1.00.

Books for Older Children.

A Natural History Book for Children.—Simple descriptions of animals, birds, fish, reptiles and insects, with anecdotes of their habits, and mention of the country where they are found, with one or two wood engravings on every page. The language is adapted to children from about seven to twelve years. 9½ x 7½, 95 pages. Boards, illuminated. Frederick Warne & Co. 50 cents.

By Seashore, Wood and Moorland.—By Edward Step. The six divisions of this entertaining and instructive volume are entitled "By the Sea," "In Woods at Home" (England), "In Woods Abroad," "In Field and Lane," "The Moorland," "By Pond and Stream." In each division are several short chapters, sometimes in conversational style, introducing descriptions of numerous fishes, plants, birds and animals, familiar and unfamiliar, the text being made plainer by the aid of nearly 150 illustrations. Some parts will be interesting to children of five or six years, though most of the book is better adapted to the older ones. 7½ x 5, 320 pages. Cloth. T. Whittaker. $1.25.

Prince Tip-Top.—By Marguerite Bouvet. A fairy story about Princess Ceruela who lived in the land of Nobody-Knows-Where, and who, in the time of Nobody-Knows-When, became acquainted with Prince Tip-Top and various other notables. The prince had succeeded in finding the Rainbow Valley, in which his hair turned sky-blue, and this was the means, after various intrigues on the part of his rivals, of winning the hand of the princess. There are 13 illustrations, by Helen M. Armstrong. 7½ x 5¼. 134 pages. A. C. McClurg & Co. $1.25.

Hermine's Triumphs.—By Madame Colomb. No child of eight or ten to fifteen can fail to be interested in this charming story, translated from the French, of a little girl orphaned at sea in her infancy, saved from a wreck by a kind-hearted captain, and finally adopted by his family after having been refused admittance to the family of a wealthy great-uncle. The latter's part in the story when Hermine grows up, however, changes the course of events, and introduces a series of ups and downs in the fortunes of several of Hermine's friends which holds the reader's interest increasingly to the end. The tale is thoroughly wholesome and full of good counsel fitted to impress youthful listeners, without strained moralizing. There are about 100 illustrations, several of them being full-page. 326 pages. D. Appleton & Co. $1.50.

Baron Trump's Marvellous Underground Journey.—By Ingersoll Lockwood. The travels of this little Baron, with his dog Bulger, are truly marvellous, extending "along a highway of the under world" to the glass palace of the Princess Crystallina, who has "a speck in her heart" (which was discovered when she was a baby by

holding her up to the light), thence through solid silver gateways to palaces of ice and cities of marble, including wonders by the way unceasing, finally reaching the land of the Rattlebrains, or the Happy Forgetters. There are twenty-four full-page pictures by Charles Howard Johnson which should prove a feast to the fairy-craving souls of children of eight or ten and upwards. 8½ x 6½, 235 pages. Cloth. Lee & Shepard. $2.00.

In the Boyhood of Lincoln.—By Hezekiah Butterworth. This writer, whose "Zigzag Books" are so well known, has taken the life of the early middle west as the basis of a story of Abraham Lincoln's boyhood, weaving fact and fiction with the times of Black Hawk and the Tunker schoolmaster. The book will be read with interest by young and old, as it is a faithful portrayal of the times and influences which had their share in shaping the manhood of one who, little suspected, was to prove our greatest public man next to Washington. There are 13 full-page illustrations, including a colored frontispiece. 8 x 6, 266 pages. Cloth. D. Appleton & Co. $1.50.

Tom Paulding.—By Brander Matthews. This is "a story of a search for buried treasure in the streets of New York"—the up-town streets of the Riverside Park region, where half-city and half-country still contend for possession of the landscape. The tale rivals Poe's "Gold Bug" in its air of entire possibility and even probability, and the mixture of success and failure at the climax make a good text for wholesome counsel which, in an undidactic way, the author preaches to his audience. All who are readers of *St. Nicholas* (and who is not?) will welcome the story in its attractive book form. It has just been concluded in the pages of that magazine. There are 25 illustrations. 7½ x 5⅝, 254 pages. Cloth. Century Co. $1.50.

Father Brighthopes; or, An Old Clergyman's Vacation.—By J. T. Trowbridge. Every one is familiar with this writer, and the present volume is a new edition, revised, of the farm-life story published many years ago, which will be enjoyed by all the grown-ups to whom it will now be new. There are a number of very good full-page illustrations. 7 x 5, 264 pages. Cloth. Lee & Shepard. $1.25.

Tom Tucker and Little Bo-Peep.—By Thomas Hood. Illustrated, in colors, by Alice Wheaton Adams. For children old enough to appreciate the humor of the married life of Little Bo-Peep, daughter of the grown-up "Jacke and Jylle," this book would make a very acceptable gift. It is tastefully made, in every detail, being lithographed throughout by the Gast Company. 10 x 8¼, about 50 pages, doubled in the binding. Boards. Cassell Publishing Company. $2.00.

The Battle of New York.—By William O. Stoddard. An account of some of the occurrences during the draft riots of 1863 in New York, which will be recalled by "oldest inhabitants" but are practically unknown to the new generation. The increasing flow of incidental features of interest which characterizes the author's stories for boys and girls (as in his Indian story of *Little Smoke*, so popular last year) abounds in this story, and the risks taken by one of the boys in bringing a message to the city from the field of battle of Gettysburg is one of many things based on historical fact, which will rivet the attention. There are 11 full-page illustrations, and a colored frontispiece. 8 x 6, 248 pages. Cloth. D. Appleton & Co. $1.50.

Five Little Peppers Grown Up.—By Margaret Sidney. This book is a sequel to *Five Little Peppers Midway*, which in its turn succeeded *Five Little Peppers and How they Grew.* Both of these books found large numbers of charmed readers, who will, as they grow older, as will many others already grown older, enjoy the accounts of the doings of Polly, Ben, Davie, Joel and Phronsie, who in this book are nearing man's and woman's estate. The author's characters win the interest of the reader from their perfect naturalness, and the lessons taught are always wholesome and good. There are 46 illustrations. 7½ x 5½, 527 pages. D. Lothrop Co. $1.50.

Along the Florida Reef.—By Charles F. Holder. The author, when a boy, with several companions, including a naturalist as guide, spent several months in a yachting and hunting expedition in the vicinity of the reefs south of Florida, collecting great numbers of specimens of rare forms of marine and bird life, many of which are now at the Smithsonian Institution, Washington, and the Museum of Natural History at Central Park, New York. This volume gives an account of the cruise, interspersing various boy adventures not essential to the scientific purpose, and with its 71 illustrations will be very acceptable to any boy whose tastes run in the direction of natural history. 8 x 6, 273 pages. Cloth. D. Appleton & Co. $1.50.

The Bewitched Lamp.—By Mrs. Molesworth. This is a story of an antique in the shape of a

lantern which had been handed down from one generation to another, and about which hung a tradition that, should it be removed from the house where it belonged, it would always reappear within a week. An exhibition of antiques in a neighboring town was the cause of its removal, contrary to its owner's wish, and without his knowledge. The way in which it reappeared in its place, to the consternation of the boy and girl who had been guilty of collusion with a dealer of doubtful repute, and the lessons they all learned from their escapade, will hold the attention of the older children. One illustration. 7 x 5, 128 pages. T. Whittaker. 50 cents.

Some Strange Corners of our Country.—By Charles F. Lummis. The "corners" are not confined to scenery, but include customs and manners of the natives of little-known sections of the Southwest, mainly Arizona and New Mexico. The author states his object to be to convince young Americans that "we live in the most wonderful of lands," and that we have no need to go abroad to gratify a longing for the curious and astonishing. Not one of his twenty-two chapters can be read without admitting that his claim is proven. Some of the titles are: "The Grandest Gorge in the World" (the Cañon of the Colorado River); "The Rattlesnake Dance"; "Montezuma's Castle"; "A Forest of Agate"; "An Odd People at Home," and "The Stone Autograph Album." It would be difficult to say which of the various topics are the most interesting. There are about 50 illustrations, including one of a Navajo blanket in colors. 8 x 5¾, 270 pages. Century Co. $1.50.

A Fisher Girl of France.—From the French of Fernand Calmettes. A healthful and entertaining story of the ups and downs of an orphan brother and sister, which will be enjoyed by grown girls and boys. It is in the mingled pathetic and humorous vein of some of the best French writers of juvenile books, and has 20 illustrations. 8 x 5¼, 286 pages. Attractive cloth binding. Dodd, Mead & Co. $1.50.

Elsie at Viamede.—By Martha Finley. This is one of the "Elsie books," favorably known to numerous readers, and is an interesting story, suited to grown-up boys and girls, in which a good deal of the history of the War of 1812 is interwoven as told by one familiar with incidents of the time, together with good descriptions of the region of New Orleans and other Southern localities. 7¼ x 5, 293 pages. Cloth. Dodd, Mead & Co. $1.25.

The Children's Life of Abraham Lincoln.—By M. Louise Putnam. About a fourth of this attractive little volume deals with the earlier years of Mr. Lincoln, the remainder giving an account of his public life, in a style to interest children. The author, whose reputation as a successful teacher is far-famed, says in her preface that her "experience with children has led to the conviction that the War of Secession has created a desire in their minds to know more of the machinery of Government than is usually found in works written for them"; hence she has endeavored to elucidate some of the more important principles upon which our laws are founded, using the biography of our War President as a framework. There are 17 illustrations. 7¼ x 5, 291 pages. Cloth. A. C. McClurg & Co. $1.25.

Englishman's Haven.—By W. J. Gordon. A story of a boy's adventures during our colonial times, beginning with his embarking from Scotland, and including numerous adventures in and about Cape Breton, as he followed the fortunes of army and navy through skirmishes, intrigues and battles between English, French, Americans and Indians. The framework is a historical account of the building and total demolition, within a generation, of the stronghold of Louisbourg, which the author calls one of the most interesting of the world's dead cities. There are 8 full-page illustrations. 8 x 6, 288 pages. Cloth. D. Appleton & Co. $1.50.

Witch Winnie's Studio.—By Elizabeth W. Champney. A story for the older girls, of three "sweet girl graduates," who are also artists and King's Daughters. Some detective work on the part of a young man (who eventually becomes Winnie's betrothed) in attempting to fasten upon the hero the crime of forging a Rousseau, together with other bits of sentimental adventure, make a volume of 289 pages, with a number of appropriate sketches by J. Wells Champney. 8 x 5½. Cloth. Dodd, Mead & Co. $1.50.

A Modern Red Riding Hood.—By C. A. Jones. An English story of an orphan boy and girl and their various experiences until they reach the marriageable age. Adapted to grown-up children. It is religious in tone, and conveys many moral lessons between the lines. There are 4 full-page illustrations and numerous head and tail pieces. 8 x 5½, 223 pages. Cloth, illuminated. Frederick Warne & Co. $1.25.

Stories of the Olden Time.—By Ednah D. Cheney. A dozen or more short stories, gathered

from "traditions of many years," some appearing in print for the first time. "I say the tale as it was said to me" is the title-page legend, and the general drift of the contents may be gathered from a few of the headings: "Peg Wesson at Louisburg," "The Blockade Runner," "Anecdotes of Washington," "Conversation Heard in a Stage-Coach," "Great-Great-Grandmother-craft," etc. The volume is published in the interest of aid for the New England Hospital. There are half a dozen very good pen-and-ink drawings by Nellie Littlehale. 10 x 7¾, 48 pages. Cloth. Lee & Shepard. $1.25.

Sherburne House.—By Amanda M. Douglas. A story for grown girls in the vein by which the author is well known in her other interesting and wholesome books. 7½ x 5¼. 392 pages. Tasteful cloth binding. Dodd, Mead & Co. $1.50.

Books about Children, and Books for Mothers.

Under the Nursery Lamp.—This is a dainty little volume of verses, some new and some old, some anonymous and many with authors' names, relating to childhood. In it are included George W. Cable's classic "The New Baby," Eugene Field's "In the Firelight," Mary D. Brine's "Teddy," etc., altogether about forty short selections, making a very acceptable book of its class, tastefully printed and bound. 6 x 4, 87 pages. Cloth. Randolph & Co. 75 cents.

Mother and Child.—In two Parts: Part I, The Mother, by Edward P. Davis, M.D. Part II, The Child, by John M. Keating, M.D. Both these authors are authorities upon their respective subjects, and the book gives a large amount of much-needed information concerning maternity and rearing of infants and children. Dr. Keating is already well known to most of the readers of the NURSERY GUIDE through occasional contributions to this journal upon medical subjects, and the joint work of the two writers as embodied in this volume cannot fail to serve a useful purpose and find a large audience. There are 76 pages of the first part and 381 of the second, a number of illustrations, and an Index of about a dozen pages. 8¼ x 5½. Cloth. J. B. Lippincott Co. $2.50.

Children, their Models and Critics.—By Auretta Roys Aldrich. The author states that during many years of personal relations with mothers she has learned to believe that their proverbial devotion and unselfishness have not been overdrawn, and has found the desire so general among them for more light in regard to the needs and best interests of children that, to quote her words, "I venture to add this little contribution . . . toward directing thought, in a wider circle, to the very early years of childhood." The book consist of short and practical chapters, mainly on discipline and early influences, and on the kindergarten. 6 x 3½, 158 pages. Cloth. Harper & Bros. 75 cents.

Children's Rights.—By Kate Douglas Wiggin. The rights of children, children's plays, stories, reading, occupation, etc., are treated in an entertaining way in about a dozen chapters, one or two of which have appeared in the NURSERY GUIDE, but most of them being new. The subtitle, "A Book of Nursery Logic," is well borne out in the reasonable and earnest manner and matter of the volume. 7 x 4¾, 235 pages. Cloth. Houghton, Mifflin & Co. $1.25.

The Baby's Journal.—Designed and compiled by S. Alice Bray. Primarily intended as a blank book for recording everything of interest in a baby's career from his birthday, the scope of the pages is extended to make room for designs and decorations of a very tasteful character, interspersed with brief verses of sentiment, printed in special designs. There are pages for weight at different ages, the noting of gifts received, and other memoranda. 6 x 7½, 40 pages. Cloth. Randolph & Co. $1.50.

Baby's Kingdom.—Designed and illustrated by Annie F. Cox. This is also a journal, on the same plan as the above, but much more elaborately carried out, being profusely illustrated, and bound in cloth with design stamped in gold, and with gilt edges. 8 x 10¼, 75 pages. Lee & Shepard. $3.75.

Publishers' Addresses.

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BABYHOOD

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SOME COMMON SPEECH DEFECTS IN CHILDREN.

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IT requires no argument to prove that speech is worthy of careful cultivation, or that they who are afflicted with defects in it should be given all the aid which science or experience have shown can be given. A mother's heart goes out to her afflicted child, no matter what the affliction may be; but when she sees the tender years of her little offspring made barren by the inability to say in its childish babble the few phrases or words that arise in its little mind, her heartstrings become taut as each time she witnesses its futile endeavors. Although speech defects in children have been extensively studied and scientifically classified, both as regards their origin and their objective signs, a wide dissemination of a few simple ways of alleviating some of the more common defects has not yet been made. It is with the hope of bringing a few of these methods to the notice of mothers that this and other articles treating on the same subject are prepared.

The two most common defects of speech that are noticed in the early years of childhood are stammering and stuttering. Probably to a great many minds these two words convey a similar idea, or, if not quite the same, one cannot explain precisely wherein the difference lies. This is not surprising, for Webster defines a stammerer as one who stutters or hesitates in speaking, while a stutterer is described as a stammerer. As a matter of fact, however, stammering is an entirely different affection from stuttering, and oftentimes more serious.

Stammering may be defined as an imperfect articulation of the vowel or consonant sounds; it may be the result of some trouble in the organs of speech, or some nervous trouble; a very common cause of stammering, however, is neglect in early teaching, faulty methods, and especially an insane idea of some mothers or parents that it is particularly "fetching" and "real cute" to have their youngsters speak with a little lisp, or to pronounce words in such a way that they can be understood only by the initiated. Many times have I seen examples of this so-called baby talk in children of quite mature years, the mothers of whom could only say that the child when it first began to talk habitually pronounced some words in a way which appeared facetious, and no endeavor had been made to have the child say them properly. The only reason, if, indeed, reason it can be called, that these parents could give for their carelessness is, that they thought that the child with increasing years would grow out of it, as it became sensible of the difference between its own speech and what was proper. Such fatuity is found, not alone among the ignorant, but perhaps more largely in those whose knowledge of the inherent factors contributing to that very complex phenomenon known as speech should prevent them from indulging in inane vanities. Certainly children who have had little speech defects fostered in the way spoken of can get cured; but after the defect has taken a firm hold, eradicating it is like eradicating thistles from a fertile garden where there is a permanent source of pollen. Instinctive acts, like walking and talking, taught in Nature's

school as they are, are taught very well; and when a long apprenticeship has been served, as must be served here before either one can be very cleverly done, Mistress Nature is very loth to give up the pupil which she has wasted so much pains upon whenever one happens to call upon her to do so.

In order to fully appreciate the pertinence of these remarks one must have a clear knowledge of how articulate speech is produced. Speech is more or less of what physiologists know as a reflex act. That is, it is the result of some influence, whether from without or from within, acting upon an area in the brain, the business of which is to preside over this function of speech and keep it in working order. Take, for example, the first words uttered by the babe endeavoring to make known its little wishes, which are "papa" or "mamma," or an abbreviation of them. These words are said as the result of seeing their parents. Certain memories stored up in their brains act upon the speech areas to formulate the words or word which they have often heard repeated; then this area starts an impulse which comes down through the nerves governing the parts presiding over phonation and articulation, and the result is articulate sounds. That speech is entirely beyond what is known as consciousness, or our knowledge that it is being done, is shown by people who talk in their sleep; or, better, by persons who talk while in an unconscious condition from having taken ether or chloroform. Take another example of how speech arises from impressions from without which stimulate the speech centers and call up impressions that have been stored away. A city-bred babe, on being taken into the country where it has an opportunity of seeing barnyard fowl, and hearing the noises made by the male members of the brood by which they endeavor to show their apparent superiority over the weaker sex, will at some future time on coming across a picture of a crower greet it with a jolly "cock-a-do-a-do," and attempt to jabber away a few words about chickens in general. This is the result of the motor memories being called into activity.

That is a beautiful bit of sentiment which little old mothers wise in baby lore have: Who does not know that Baby smiles in its sleep because angels are talking with it? It would be an act of sacrilege to destroy such innocent belief. However, we must say that they likewise smile betimes when their little memories are stimulated by some unconscious cerebration. In an analogous way likewise arises the impulse that prompts them to speak unconsciously. Now, when so many factors are at work it is easily seen that they must work in harmony if the proper result is to be produced, and indeed it is this inharmonious working, which technically we call incoördination, that is responsible for the speech defect known as stuttering. In stammering, on the other hand, more frequently the trouble is not with coördination, but with a defect with some individual part.

Commoner Forms of Stammering.

One of the most common varieties of stammering is what is known as lisping. In lisping a wrong sound is given to the letter *s*, so that it is made to sound like the letters *th*. It is usually the fault of pushing the tip of the tongue too far forward, so that it comes in contact with the upper teeth. This variety of stammering is one of the easiest to cure, and one of the most distressing to the peace of mind of the sensitive male, as he often gets a reputation of effeminacy from the possession of a lisp which he really does not deserve. The treatment should consist in showing the little one exactly how the tongue should be placed; that is, it should not be thrust forward so as to touch the teeth. If the child is young, it will not be a very long or tedious matter to break him of the habit; the older children are, the greater will be the difficulty in accustoming themselves to their new régime. After the patient is carefully shown, it must be insisted on by the parents that the necessary amount of time and trouble must be taken to get the offending letter properly enunciated each time, for it is in this careful practice that success lies. If the parents themselves are not sufficiently watchful and solicitous, then their nursery governess should

be a person of sufficient capability to be entrusted with this care.

Other letters commonly mispronounced are *r*, *l* and *g*. The faulty pronunciation of the *r* is in some cases a national characteristic. Its sound is most frequently usurped by the *u* or the *a* with the long sound; but very frequently children acquire a habit of giving to this letter a totally different sound, and particularly is this a fact when children are late in acquiring the *r* sound. It is unnecessary to cite many examples to show what different sounds may be given to the mispronounced letters. In order to get rid of the defect it is but necessary to understand how the sounds are made when they come forth properly, and then endeavor to show the child. For instance, the letter *l* is properly made by placing the tip of the tongue against the hard palate and then causing a continuous sound, while at the same time the air escapes at the sides of the tongue. This gives the peculiar ringing sound. If the air does not escape, the sound of a short *d* is produced instead; while, on the other hand, if the tip of the tongue does not come in contact with the palate an entirely different sound resembling a *y* is produced. The same remarks that have been made concerning the treatment of lisping are appropriate for these defects in the pronunciation of individual letters. Careful education is the one important factor.

Of course, we must not lose sight of the fact that not infrequently stammering arises from organic defects of the speech organs and in some nervous diseases. Of the defects in the speech organs, harelip, cleft palate, bony deformities or new growths may be mentioned. Then there may be present the condition popularly known as tongue-tied. That is where the under attachment on the tongue extends too far forward, a condition attended by a disturbance in the utterance of letters, the proper sound of which is given by the tongue, and therefore called linguals. When the defect is due to some such trouble as these mentioned, surgical measures must be resorted to, and the earlier this is done, the better; for if the defect is overcome before the child has acquired very great skill in speech coördination, there will be proportionately less to unlearn.

Stammering Caused by Organic Disease.

For a diagnosis of stammering due to disease of the nervous system an intimate knowledge of the working of the nervous system is necessary, and nothing short of the aid and advice of the most competent neurologists should be considered sufficiently satisfactory. Frequently children in a run-down condition, and when recovering from some severe disease, will manifest trouble with speech which to parents is rather alarming; but the assurance can confidently be given that when their normal strength is recovered speech will likewise be regained. Often parents are given needless anxiety by observing that a child who has passed successfully through a severe illness utters not a word, and they fear that it may be permanently mute. In this respect, likewise, the fears are quite groundless, and no attempt should be made to hasten the child in recovering its function of speech before it does the other functions of the body, otherwise than in looking out for the general nutrition and seeing that this is brought back to its normal state as soon as possible.

In some of the minor forms of nervous disease, such, for instance, as St. Vitus's dance or, as it is more properly called, chorea, there is a speech disturbance where the words become more or less staccato and measured-like. Generally this is most noticeable in the morning on the patient's arising, and its severity gradually becomes somewhat ameliorated during the day. In this case the lips and tongue are affected; the trouble will disappear with the disappearance of the disease.

Another defect in speech which young and adults alike easily and frequently fall into is a habit of drawling out a *u* sound between their words. This cannot be really called a stammer, but it is a distressingly tiresome condition to those who are obliged to listen to the possessor of it, and one that can be overcome by perseverance. Generally the habit is acquired before the possession of a very extensive vocabulary, and apparently the

speaker indulges in a long drawn-out *u* sound in order to gain sufficient time to think out the remainder of the sentence. Its cure is a matter of education.

All boys who stutter know that Demosthenes, the father of orators, was afflicted as they are, and they probably have had poured into their ears, like oil on troubled waters, the information that it was the wont of Mr. D. to repair each day to the seashore, and, as the waves dashed upon the rocky shore, he, with his mouth filled with pebbles, would apostrophize some imaginary antagonist. In this way he developed such a strength of voice and clearness of enunciation that he could make himself heard on the shore above the tumult of a tempest. Plutarch likewise tells us that walking up hill while the mouth was filled with pebbles was another measure resorted to by Demosthenes for the relief of his affliction. He may or may not have been cognizant of the fact that in this way he was employing measures based upon a more or less scientific basis. To-day we know that the training of the respiration is one of the most important elements in the treatment of stuttering; and this with giving firmness, strength and proper development to the muscles of articulation is what the great orator accomplished in his primitive way.

Stuttering a Functional Trouble.

Stuttering is really a functional trouble which manifests itself by a sort of a spasmodic contraction of the muscles that are concerned in breathing or in producing the voice and articulation. The attacks vary in severity from a slight impediment that is barely noticeable, and that only at times when the person afflicted is laboring under some great excitement or depression, to a condition where the impediment is so great as to cause the patient to be a voluntary pariah from society whenever discourse is necessary. In some cases it is only noticeable when the stutterer attempts to do something out of the ordinary, such as making a speech or telling a story. It is a peculiar but well-known fact that those afflicted with stuttering are almost always exempt during singing and whispering, and a modification of these two acts is frequently made use of in treatment.

Stuttering almost always begins in early childhood and unfortunately, we must admit, frequently continues during life. Nevertheless, this need not be so. At the present day stuttering is an extremely curable condition if the necessary care and time are taken with the affected child. A natural exemplification of this statement is found in the fact that in adult life the proportion of males affected to females is more than three to one. There is probably no particular reason why this should be so unless it be, as has often been remarked, that women are possessed of greater pride than men concerning the beauty of their speech, and greater tact and delicacy in the use of their words—factors which render them less liable to the effects of some of the influences favoring stuttering.

There are in this country many excellent institutions the entire object of which is the relief and cure of stuttering. Many of them are presided over by able and conscientious teachers and they are truthfully able to report a comparatively large number of complete cures. But no faith should be put in notices calling attention to the claims that stuttering can be cured in a few days or by one visit. The perpetrators of such statements are always dishonest, and very likely ignorant of the most elementary knowledge of the causes of the affliction and the means by which a proper restoration can be brought about.

What Can be Done for the Afflicted.

A very common interrogation by parents is, can this child be cured at home? It is not possible to answer this conscientiously, either in the negative or the affirmative, until the age of the patient, the aptitude of the child, the amount of the stammering, the factors which increase the disability, and the general nervous stability of the patient are taken into consideration. If the training is begun early, under the auspices of one who is sufficiently patient and will take the trouble

to give instruction in breathing exercises and the formation of the vowel sounds, then the infirmity can be overcome at home as well as at an institution. One of the great drawbacks to institutions—and a very serious one it is—is the association, or at least the liability the patient has in coming in contact, with others who are afflicted in the same way as he is, and perhaps to a more serious degree. It is extremely important that the child should be kept entirely from intercourse and association with other stutterers. Take even a child who has a predilection to the development of stuttering, as, for instance, when there is a hereditary influence, but whose speech is yet quite distinct and rhythmical, and allow him to associate with another who stutters, and quite likely it will not be long before the first child starts by mocking and imitating the afflicted one and ends up by being a more or less confirmed stutterer.

This leads to another consideration, namely, the necessity of obviating all conditions which will make the child more sensitive to its disability than he is already. At the best these children are keenly aware of their trouble and extremely touchy on this point. Therefore leaving them exposed to the jeers and taunts of other children is as cruel as chiding and chastising them because they do not speak as clearly as do other children. Children suffering this affliction are frequently shy, retiring, easily embarrassed and often of a petulant disposition. Of course, it is unnecessary to say that none of these conditions should be fostered. The little one should be made to understand that the stutter will gradually disappear and that patience, and not the loss of temper, is the thing to be cultivated. Parents should set the example in this respect.

It is often noticed that children stammer much worse when fatigued, irritable, and in the early morning. This is easily explained. It has already been pointed out how stuttering depends upon a lack of coördination between nerves and muscles; now, when these structures are fatigued it is reasonable to argue that they will not do their work so well as when they are in a fresh and vigorous condition. In the morning one stammers worse because the adeptness acquired in the day is partly forgotten during the night.

During the time while the child is receiving instruction in breathing and the vowel sounds and the combination of a consonant with the vowel sound following it, progress can be made by showing the efficacy of rhythm. It is a well-known fact that those people who have an extremely rhythmical speech, such as the Chinese, are free from stuttering. If one stops to think about the cadence and tone of the Chinese language he will easily see how ridiculous it would sound to hear a Chinaman stutter. Children should be instructed to bring their syllables out rhythmically; and this can easily be done by teaching them to beat time with their forefinger and thumb, or by the simple movement of their great toe against the boot. This gives a sing-song tone to their speech and frequently is very amusing to children and serves a double purpose; they forget their affliction and it gives the coördinating factors exercise. Gradually, as the patient becomes more and more able to coördinate the consonant and vowel sounds, this rhythmical tone may be dispensed with. But haste in this direction should be made slowly. Another ruse which is also found useful is to begin the course of treatment by causing the little one to articulate in a whisper. In almost all stutterers this can readily be done. Then, gradually, as the organs of articulation become thoroughly familiar with the combinations, the voice can be tentatively raised. It must be carefully remembered that the use of these ruses is contributory only, and not literally curative. As has been insisted upon before, the curative measures, *per se*, are breathing exercises, and the formation of the vowel sounds and their combination with consonants.

The general care of the patient, directed toward the preservation of general bodily health, cannot be too carefully looked after, knowing, as we do, how the affection is increased by fatigue and general lowered vitality. Any system of muscular training

which teaches coördination and development in other parts of the body than in the speech organs, such as the Swedish movement exercises, is to be recommended. General exercise, bathing and plenty of fresh air and sunlight cannot be given too much prominence.

The use of electricity has often been commended, but it is probably not of sufficient value to enter into any discussion concerning its application. Frequently it serves to divert and interest the patient, and anything that causes patients to forget their infirmity is useful.

The character of a child who stutters, or who has stuttered and recovered, should be carefully formed, and along certain well-known lines. These children should be impressed with the fact that excessive personal sensitiveness is an infirmity. That continuous thinking of one's self leads to introspectiveness, a condition which easily grows upon one, and may become morbid; that stability of temper is a manlike characteristic; that an even and equable disposition will do more to prevent a return of their trouble than any other factor. These are, of course, virtues that we might wish every child and man were taught the necessity of, but their possession is particularly required in one who has an infirmity to counterbalance.

Only those who have had much to do with the training of children, and have had an opportunity to watch their development, can appreciate what great influence good example and object-lesson teaching has upon them. Then let the treatment be begun early, foster the gradual improvement by telling them of the many others who have recovered when more sorely afflicted than they, and cure will be the reward of this trouble in a large proportion of cases.

THE CARE OF THE CHILD'S SCALP AND HAIR.

BY GEORGE THOMAS JACKSON, M.D.,

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ATTENTION to the care of the hair and the scalp is of special importance to those who belong to families in which premature baldness is hereditary; and it cannot be given too early.

The first attention that the hair demands is the ridding of the scalp of the new-born child of the *vernix caseosa*, or the fatty concretion left on the body and scalp of the new-born child. This is the first shampoo, and should be more carefully performed than any subsequent one. Improper management at this time may entail endless worry to the mother, and a great deal of suffering to the child, as it is exceedingly likely to set up an inflammation of the scalp. To get rid of this fatty covering, the scalp should be saturated with some oily substance, such as sweet almond oil, which is the most elegant means, or olive oil, or vaseline. It is preferable to use these in their natural state, but, if desired, there is no objection to perfuming them with a few drops of the oil of bergamot, wintergreen or the like. The nurse should apply the oil immediately after she has washed the child's face and eyes. Then, after the body has been bathed and the infant dressed, the head should be washed with plenty of warm water and soap, such as pure Castile or glycerine soap, either liquid or solid. This should be done very gently, and if the *vernix caseosa* is not readily removed the nurse should re-apply the oil and keep the scalp saturated with it for twelve hours or more, and then it will, in most cases, be easily washed off. If not, repeat the process. In no case should a comb be used to pick off the crust.

For some weeks after birth the infant's scalp should be lightly oiled, as this will prevent the accumulation of sebaceous matter, and protect the tender skin from injury from various causes. Care should be taken to wash the head very gently from time to time to prevent the oil from becoming rancid. When the hair is grown the scalp need not be oiled so often, nor should it be washed more than once a week.

The scalp of children should be kept clean so as to avoid the stopping up of the hair follicles with foreign matter. This is accomplished by the systematic use of the shampoo, followed by careful drying and the application of some oily substance to the scalp. It may be stated as a rule that a shampoo every second or third week is sufficient for the scalp of one who is not exposed to more than the usual amount of dust; while one who is so exposed should shampoo his head every week or two. The practice of daily washing the head with cold water is pernicious, not because the water itself is harmful, but because the scalp is not properly dried afterwards; no oil is applied to take the place of the oil that has been removed by the water, and in consequence the hair becomes dry and brittle.

The proper mode of shampooing the head is as follows: Choose some good soap, such as Pears' "glycerine soap," Sarg's "liquid glycerine soap," pure Castile soap, or the tincture of green soap, or of prepared olive soap, and with plenty of warm water make a good lather on the head and rub the head vigorously with the fingers or with a rather stiff, long-bristled brush. If the scalp is very sensitive and tender, borax and water may be used instead of soap, or a mixture composed of the yolks of three eggs beaten up in a pint of lime water. Either of these makes a good lather. When the head has been thoroughly rubbed in all directions, the lather is to be washed out with a copious supply of warm water, or, where practicable, with alternate douches of warm and cold water, and the scalp and hair are to be dried with a bath towel. When all is dry, a small quantity of some unctuous substance, such as sweet almond oil or vaseline, is to be applied to the scalp. To oil the scalp the hair should be parted and the oil rubbed in along the parting, and then another parting made and the operation repeated, and so on till the whole scalp is gone over. Should there be an excess of oil upon the hair, a condition that is disagreeable to many, it may be removed by pulling the hair between the folds of a towel moistened with ether, chloroform, or cologne.

Of far more importance than shampooing is the use of the brush and comb, and much more care should be given to the selection and use of these common toilet articles than is usually bestowed. Too often they are badly made and used in a very perfunctory manner. The brush that is to be used upon an infant's head should have long soft bristles, so as not to scratch or irritate the tender scalp, and should be employed solely in smoothing and polishing the hair. For young children whose hair is well grown a stiffer brush is necessary, and it is well to have two brushes, a stiff one and a soft one. A properly made brush has its bristles placed in little clumps or groups in such a manner that the middle bristles of each group are longer than those of the periphery. The bristles are well set into the back of the brush and the groups are wide apart. The stiff brush should be used systematically in the morning and with vigor sufficient to produce a feeling of warmth in the scalp, and to brush out all particles of dandruff and foreign matter lodged in the hair. Then the soft brush should be used to assist the comb in parting the hair, and to give smoothness and gloss to it.

The comb is next in importance to the brush, its office being to open up the hair so that the brush may reach all parts of the scalp, to part the hair, and to disentangle snarls. A properly made comb has long, thick, wide, perfectly smooth teeth with well-rounded ends, and set wide apart. In choosing a comb it should be held up to the light, and discarded if any roughness or irregularities are found in the surfaces of its teeth, for such a comb would catch and tear the hair. No attempt should be made to pick off crusts

from the scalp with the comb. It should be used only as an assistant to the brush. No comb should touch the tender scalp of an infant, and the fine-toothed comb should be rigorously excluded from the toilet case. It is a dangerous instrument, the cause of many a case of eczema, and should be used only for the removal of the ova of lice from the hair.

As far as the health of the hair is concerned, it is immaterial whether it is cut at longer or shorter intervals, but it is essential that it should be well cut, and a good barber is desirable. It should never be "shingled," as the barbers term an operation which consists in cutting the hair by a to-and-fro motion of the shears, as this tears and roughens the hair. The hair of children, whether they be boys or girls, should be kept short until the seventh or eighth year of age, as the growing hair is a drain upon the nutrition of the body, and at this time of life all the nutritive forces should be expended in the growth of muscle and bone. The hair of a girl after she has reached her eighth year should be allowed to grow, as the less the hair is cut, the softer and more beautiful it is; and for a woman a head of fine hair is much to be desired. But should the girl be so situated that her scalp and hair cannot be properly cared for, then she will have a better chance for a good head of hair later in life if it is cut short during her whole early girlhood.

Pomades should be avoided. Their regular use upon the healthy scalp is uncalled for. They are dirty, soon become rancid and emit a foul odor unless this is covered by some strong perfume, and they soil whatever the wearer's head comes in contact with. They not infrequently prove irritating and set up an inflammation of the scalp. If the rules already given are followed, the hair will be smooth and have sufficient lustre for beauty without pomades. If the scalp is diseased, the disease should be properly treated. If the hair becomes matted together, it should not be cut off, as patience, combined with the use of oil, soap and water, will disentangle the snarl.

Some Diseases of the Scalp.

If the foregoing directions are properly carried out the probabilities are that the child will escape all trouble with its scalp and hair. In children there are certain scalp diseases that are very liable to occur, especially in those whose scalp hygiene has been improperly cared for, viz.: dandruff, eczema, pediculosis, ringworm and baldness. The treatment of these conditions should be confided to a physician, but it is important that the child's attendants should recognize their presence.

Dandruff is excessively common. It may occur as more or less thick, dirty-looking encrustations of the scalp, or as a general scaly condition. The first of these is the more common, and gives the mother a good deal of annoyance because she fears that her friends will think that her child's head is dirty. The disease does not annoy the child. The common plan of domestic treatment is to comb out the dandruff with a fine-toothed comb. As already pointed out, this is a harmful practice. The scalp should be treated as in the "first shampoo," and a little oil or grease rubbed into it from time to time. If this is not sufficient to effect a cure, a physician should be consulted.

Eczema, pediculosis and ringworm all have one feature in common, and that is itching. Whenever you find your child scratching its head, examine it with care, for prompt and early treatment will save a great deal of time and trouble. *Eczema* assumes many forms, but there is always one suggestive feature, and that is that the face, and especially the region behind the ears, will be affected at the same time with the scalp in the majority of instances. You will usually find that there are red papules (pimples) or pustules scattered over the whole or the greater portion of the scalp, and these have broken down and run together in places to form patches that are crusted. The hair is matted together with the exudation from the scalp, and in the crease behind the ears the skin is usually cracked and moist or coated. Perhaps the scalp may be only reddened and scaly. Even then there will usually be some redness and scaling behind the ears. No case of eczema should be temporized with. As soon as discovered, it should be submitted to medical

care. Until the physician comes, be most careful not to wash the head. If the scalp is more or less covered with pustules, and here and there moist, saturate the hair with lime water. If it is dry and scaly, rub in a little sweet oil. The subsequent treatment will vary with the stage of inflammation, and bungling treatment will prolong the disease.

Pediculosis is the scientific term for lousiness. Unfortunately, it is a very common thing to find lice in a child's hair, acquired in most cases from the heads of the nurses or other domestic servants. If your child scratches its head, and you do not find a general eczema over the top of the head, look at the back of the head in the region of the neck, and if the child has lice you will find, in nine out of ten cases, either the little flat insects crawling about on the hair, or else a number of small, yellowish, pear-shaped, glistening, hard bodies strung along the hairs and attached to them firmly by one side. These are the "nits" or eggs of the lice. If an attempt is made to pull them off, they will be found to be firmly fastened to the hair. There will unusually be more or less of the appearance of eczema at the same time and in the same region. Often when the posterior part of the head is free, search over the temples will show the lice or their nits. Pediculosis is amenable to domestic treatment. You can get in any drug store, or procure in any country place, staves-acre or larkspur seeds (*delphinium staphisagria*). Where a druggist is available, ask for the tincture of larkspur seeds. In the country, you can get some of the seeds and make a tea of them. Either the tincture or the tea is to be sopped on the head twice a day for two or three days and then washed off with soap and water. It is poisonous to drink and should be kept out of the child's reach.

Another excellent, but not so elegant, application is kerosene or crude petroleum oil used in the same way as the larkspur seeds. Either application will kill the lice, but, to prevent further trouble, every individual nit must be removed. Try to do this by means of the fine-toothed comb, combing the hair and not the scalp. If this does not free the hair from nits, then soak a towel or napkin with strong vinegar, and pull the hair through it. This will soften the gluey substance that sticks the nits to the hair, and thus loosen them, so that they will come off. The removal of the nits requires a great deal of patience and perseverance, but is absolutely essential. If the child is a boy or very young girl, the quickest way to get rid of the nits is to cut the hair off close to the scalp.

Ringworm is always acquired either from a child wearing the hat of another child, or coming in contact with some person having ringworm, or, and not infrequently, from handling domestic pets, such as the cat or the dog. The first symptom that usually attracts the parent's attention to the disease is that the child scratches the head. Inspection will show that there are one, two, or perhaps more small patches on the scalp that are scaly, and that the hair over them is broken off so that at first they look as if bald. The size of the patches varies from that of a marrowfat pea up to a silver dollar. Examination of the body may show that the child has there also one or more ring-shaped patches with red raised borders and scaly centers. For a child to acquire ringworm of the scalp is an unfortunate accident, because it takes six or more months to cure a case by the best of treatment, if once it is well established. So go to your physician as soon as you find a ringworm of the scalp. The disease as it occurs upon the body is a trivial matter.

There is a form of baldness in which the hair falls with more or less suddenness from round or oval patches, leaving the affected areas perfectly smooth and completely hairless. In some cases the small patches run together, and the child's head will be completely bereft of hair. Of course, in such a case domestic remedies are powerless. The disease is only mentioned here to distinguish it from ringworm, in which the patches are not perfectly bald and smooth, but covered with scales and broken-off hair. In course of time, the hair will return in the vast majority of these bald cases.

CAN WE FORECAST THE MENTAL AND BODILY FACULTIES OF A CHILD?

BY ELIZABETH STOW BROWN, M.D., YONKERS, N. Y.

MR. FRANCIS GALTON, F. R. S., the English scientist, says we can. It may not be uninteresting to the readers of THE MOTHER'S NURSERY GUIDE to know how Mr. Galton directs that it shall be done. He says: "The natural gifts of each individual being inherited from his ancestry, it is possible to foresee much of the latent capacities of a child in mind and body, of the probabilities of his future health and longevity, and of his tendencies to special forms of disease, by a knowledge of his ancestral precedents. When the science of heredity shall have become more advanced, the accuracy of such forecasts will doubtless improve; in the meantime, we may rest assured that fewer blunders will be made in rearing and educating children, under the guidance of a knowledge of their family antecedents than without it."

Mr. Galton, in a remarkable series of books —"English Men of Science; their Nature and their Nurture"; "Hereditary Genius; its Laws and Consequences"; "Inquiries into Human Faculty and Its Development," and "Natural Inheritance" (all published by Macmillan & Co.), has worked in a field hitherto almost untouched. He has collected at great trouble and expense a mass of unique statistics on the histories of families, from which he has deduced many striking conclusions.

In 1883 he caused to be circulated throughout the United Kingdom a circular offering £500 in prizes to those British residents who should furnish him before a certain date with the best extracts from their own family records. Tabular forms were furnished for these extracts. These schedules are now published in book form under the name of *Record of Family Faculties*. This scheme calls for the histories of fourteen of the ancestors of the child in question. If fourteen antecedents of a child are known, with their brothers and sisters, as the two parents, four grandparents and eight great-grandparents, the probabilities are that all the characteristics of the two races blended in the parents have appeared in these individuals; and that, by certain summaries, we may arrive at tolerably certain conclusions in regard to the gifts of a certain child. Stress is laid on the value of the faculties of the brothers and sisters of the direct line. Characteristics appear in one of a group of brothers and sisters, which are latent in others of the group; but those others may be able to transmit such latent faculties in a manifest form. It is a common observation of intelligent people that a certain child resembles an aunt or uncle more strongly than its parents. Attention is also called to the equal claims of all ancestors in the same degree of kinship, and the vanity is discouraged which prompts some families (especially in Great Britain) "to trace their pedigree to some notable ancestor and to pass over the rest in silence." Galton calculates that one ancestor who lived at the time of the Norman Conquest, twenty-four generations back, contributes "less than 1 part in 16,000,000 to the constitution of a man of the present day." He also found that, in making composite photographs of persons of the same race, the change of one component in a group of eight different portraits rarely made any appreciable difference in the composite.

When an alien element of race (as the Hebrew or Huguenot or African) or of disease is introduced into a family, its influence is felt farther than the fourth generation—the usual limit for new elements. Sometimes remote descendants show its mark very plainly.

Cousins, "half-blood relatives," are not regarded as important, and, in the book of schedules, *Record of Family Faculties*, no place is left for them; though, if desired, of course, their histories may be interleaved.

The medical data called for are of considerable detail. The transmission of strains of disease is of great interest, though shrouded in mystery. Histories of families show a tendency for diseases to lie latent for a generation or generations, or in certain members of a group of brothers and sisters, to break out afresh in most unexpected quarters. The effect of marriage, what constitutions should be united in order to check evil hereditary strains, is also an absolutely unknown element. Great masses of statistics extending over long intervals of time will be necessary before any light can be shed upon the question. As a fact, the chance attraction of persons of different sexes to each other often seems to effect far better results than could have been foreseen. Biologists are led to believe that certain disease tendencies may neutralize each other, while others intensify each other; and hence account for the occasional apparent anomaly of healthy children born of sickly parents, and weakly children from robust parents.

The Record of Family Faculties.

In this schedule-book the histories are called for of the fourteen direct ancestors, mother, father, four grandparents, eight great-grandparents. The form is as follows:

1. Date of Birth.
   Birthplace.
2. Occupation.
   Residence.

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3. Age at marriage. { Total No. of } { Sons. / Daughters. }
4. Age of husband.
   Number of sons deceased—ages.
   Number of daughters deceased—ages.
5. Mode of life, so far as affecting growth or health.
6. Was early life laborious?
   How and why?

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7. Adult height.
   Color of hair when adult.
   Color of eyes when adult.
8. General appearance.
9. Bodily strength and energy, if much above or below the average.
10. Keenness or imperfection of sight or other senses.
11. Mental powers and energy, if much above or below the average.
12. Character and temperament.
13. Favorite pursuits and interests.
    Artistic Aptitudes.

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14. Minor ailments to which there was special liability. { In youth. / In middle age. }
15. Graver illnesses..... { In youth. / In middle age. }
16. Cause and date of death.
    Age at death.
17. General remarks.

Further on, leaves and forms are inserted for the collateral lines, and for relatives of whom little is known; summaries, also, in which various conclusions may be recorded, as height, color of hair or eyes, special gifts or diseases.

The book closes with three appendices. The first records the biographical history and hereditary peculiarities of mind and body on the father's side of the family, the second similarly on the mother's side. The third shows how the faculties of the father and mother are blended or otherwise combined in the child.

Significance of Data Called for.

In the introduction to the schedules Mr. Galton calls attention to the value of certain data. As birthplace and residence are partial indications of race and origin, the "origin" of the great-grandparents should be noted. The age at marriage of the parents, number of the children and their duration of life, would throw light upon fertility associated with age of marriage, and different admixtures of race or disease. Inquiries into mode of life, as affecting growth or health, would show effect of nurture over nature. Whether the early life was laborious or not is deemed evidence as to whether the offspring are more or less robust than those of easier lives. The influence is also sought of dire poverty and privation at the child-bearing age.

Height in adult life is regarded as of special interest. Mr. Galton has collected statistics upon stature in a great number of families,

and has deduced most interesting conclusions. By the applications of certain mathematical formulas, which are used for higher statistics, he finds a law of the relation of adult height to that of the ancestry, subject to correction according to the so-called "Law of Frequency of Error" (see "Natural Inheritance"). He gives the influence of the individual parent as one-fourth, and of the individual grandparent as one-sixteenth, and so on; but he does not advise extending this sequence with confidence to more distant generations.

The color of hair and eyes is of interest. Mr. Galton calls attention to the interest attached to tracing color of hair and eyes through a number of generations, as bearing on the question whether the race in England is growing darker or lighter; whether changed conditions of life effect physical changes, which are of the nature of adaptation to environment. Such facts have been well proved in regard to certain animals. Some American statistics come in here aptly. J. H. Baxter, in *Statistics, Medical and Anthropological* (Washington, 1875), claims that in America "where the mental fidget, social worry, business anxiety, and other conditions that characterize modern civilization are even more pressing than in Great Britain, black-haired persons are less liable to permanent ill effects from nearly every form of disease than those who are fair-haired." The rule as to influence of ancestors on stature holds good for color of eyes. If the eye-colors are known of the two parents and four grandparents, the father will contribute an average of 0.25 to the heritage of the child, the mother the same. The four grandparents, together with what they imply of the previous ancestry, constitute 0.32. This gives an aggregate of 0.82, leaving a residue of 0.18 to be "ratably assigned" as 0.12 to light and 0.06 to dark. A hazel-eyed parent (mixed light and dark) is here reckoned as contributing 0.16 to light and 0.09 to dark; a hazel-eyed grandparent as contributing 0.05 to light and 0.03 to dark.

The questions in the *Record* as to general appearance should include statements of weight at various ages, tendencies to stoutness or its opposite and personal beauty. A set of photographs may be inserted under this head.

"Bodily strength, whether much above or below the average," may be illustrated by facts relating to strength or endurance.

Facts as to vision or other senses should be carefully stated. Color blindness is one of the conditions known to be hereditary and yet much affected by nurture.

The answers to the inquiries as to mental powers should be, as far as possible, in facts of achievement. Unusual precocity or backwardness should be stated.

Character and temperament, favorite pursuits and artistic aptitudes, all show strong hereditary bents, and are of special interest and importance.

Medical data, as far as possible, should be filled out with the help of the family physician. The schedules call for the minor ailments of youth and middle life, and also the graver illnesses. The former throw light ou the "constitution" of a person. The relation may, perhaps, be traced between the minor and graver maladies. Malformations should be carefully described, as they are extremely hereditary.

A Suggestion.

It will occur to almost any husband and wife setting out to fill in these schedules for the benefit of their children, that there are facts on one side of the family which it would not be pleasant to record in writing for the possible perusal of the other side. A judicious leaving of blank spaces, with any secret facts of special importance sealed and laid away in a locked drawer, may solve the difficulty; or two copies of the *Record* may be had, one a sort of expurgated edition for general reference; the other, made out in full, kept safely under lock and key. The assistance of relatives has to be brought into use to fill out the book properly. And such relatives may naturally feel a right to peruse the whole to which they have contributed a part. There are cases where this would be embarrassing as well as impolitic.

BABY'S WARDROBE.

Fitting the Winter Coat.

ONE of the most important garments in Baby's wardrobe is, confessedly, the outside coat, true either of the winter, spring or summer weights. The majority of mothers purchase these little coats ready made; but they are expensive in the best materials, and many times are not wholly satisfactory in any event. In my opinion every woman should be able to make her own baby's wraps, either from patterns purchased at the pattern stores, or from measurements taken by herself.

It may not unlikely transpire that, after using a pattern for the first time, she will find it possible thereafter to cut her own, and make the garments. They should always be loose and of ample dimensions, as the child will otherwise soon outgrow them. Generous seams and hems are always advisable.

I wish to make my suggestions as practically helpful as possible, hence will enter somewhat into detail. Presuming the mother reader wishes to try a ready-made pattern cut for the age of her little one, let her send, if there are no agents at hand, to some reliable house—the Butterick or Demorest Pattern Companies, of New York City, are the leading concerns in this line, of course—and then follow directions printed therein, after noting this fact and making allowance for same, viz.: that every child of a given age is liable to measure "off" from the dimensions given in the ready-made pattern for that age, so it is wise to measure the child, for comparison, in advance, when it will often be found that a pattern for one of a year older or younger may be required.

It is a simple thing to secure the proper measurements for a coat. Measure over the clothing, loosely, taking:

Size of chest under the arms;

Length from neck to ankle, both in front and back;

For sleeve, from shoulder to wrist, with elbow bent.

When the parts are basted together and tried on, make any change necessary, and at the same time cut out the neck and arm sizes if they do not fit, and usually they do not.

In my experience the best material for Baby's winter coat is the eider-down cloaking brought out several years ago. It comes a yard wide and sells for about 75 cents per yard. Lined with thin flannel or high-grade silesia it is very light and warm. Notwithstanding the appearance in the market of many new cloakings, which have been adopted to a greater or less extent, I still believe in the superiority of the goods above referred to, all things considered. The eider-down coat lined with flannel or silesia may be washed without injury—a fact not true of many of the more recent introductions, and it must be acknowledged that this item is one of supreme importance.

As regards the style, I make mine a short Gretchen waist, full skirt and sleeves. The first winter the waist is very short (which gives Baby a "cute" appearance), and opportunity is thus afforded to let it down the following season, if outgrown. To render my meaning more clear I will add that I leave the extra length of waist underneath the skirt, and bring the skirt lower as required.

I finish plain except a collar of Angora fur, and buttons more or less ornamental. These latter should be pearl, as nothing else bears washing so well. With cap and mittens of

Angora wool Baby looks like a little Eskimo, and is as warm.

ELEANORA A. WADY.

Somerville, Mass.

Lengthening Dresses.

PROBABLY most of the mothers who read the NURSERY GUIDE are troubled by their little ones' dresses becoming too short, either by shrinkage or by the small wearer growing taller. I have found a method of remedying this evil that is a very great help to a busy mother and very little work.

It is merely to make the hem as much deeper as it is desired to lengthen the garment, and then run a tuck on the under side. When the dress or skirt has become short, rip out the tuck, and, *presto*, it is long enough without any ripping of hem and facing it, nor will there be a line showing where the hem was stitched. This is a particularly useful way of lengthening a hemstitched dress. Where one has a chain-stitch machine the dress can be lengthened in less time than it takes to tell how.

Ames, Ia. M. B. W.

Keeping the Baby Warm at Night Without Bedclothes.

IT has been quite a puzzle to me how to keep my little girl warm during these cold nights, for she will not keep on any covering that can be kicked off. Thinking it may help to keep some other baby warm, I will tell my solution of the problem.

My baby wears first a nightgown made of wool material that covers all but her head and hands. Then I made a sack of cheese-cloth, wadded and tacked like a puff, and onto this is buttoned something like a pair of drawers, made of the wadded cheese-cloth like that of the sack.

We have a warm sleeping room, and, with the flannel gown and this sort of quilt covering, I put no bed clothing on her; and I think she is warm and much more comfortable than she would be tied in under the covering. M. H. P.

Troy, N. H.

A Cleanly Baby without Disagreeable Work.

IT is repeatedly said by the best medical authorities that a napkin, once wet, should never again be put on a baby till it has been washed and perfectly purified. Many an overworked mother, however, who would like to be careful if she could, smiles incredulously at such mandates, says that only the wealthy with numerous servants can comply with them, and goes on, surreptitiously, at least, drying wet diapers and using them over and over again. It is too bad, she knows; nothing but pure fabrics should ever come in contact with an infant's delicate skin; but, as for doing a washing every day, she simply cannot. Now there is an easy way out of this difficulty, if she only knew it. If she can get ten minutes a day, Baby can have a fresh, clean napkin each time and never go wet.

As soon as a diaper is taken off, it should at once be removed from the nursery or living room, and placed loosely in a basket in some suitable place. Every morning, as soon as Baby is down for his nap, let all these be gathered up and rinsed out in plenty of clear water as hot as the hands can bear. A large pan or tin pail, kept for this purpose alone, may be used. Wring them as dry as possible with the hands, and hang them at once on the line in the sunshine and fresh air. In stormy weather, they may be dried under a shed, and in winter the drying may have to be finished in the house; but they should always be exposed to the fresh air for a time, if possible. This helps to purify them and give them the smell of clean clothes. In summer, the diapers may be rinsed out two or three times a day, and will not take over five minutes each time. Take them in just before they are perfectly dry, and fold and smooth them evenly with the hands like a towel, and hang them on a rack or line near the fire, to become perfectly dry. They will be almost as smooth as if ironed, and will absorb moisture better. As fast as any of them begin to look dingy and no longer white and nice, they may be put in the soiled clothes basket with the weekly washing.

The foregoing applies, of course, only to

napkins which are wet merely. Those which are more soiled should be at once rinsed out, dried, and put with the weekly washing. They must not be used again till they have been washed, boiled, dried and ironed like the other clothes. To let badly soiled diapers lie around is not only filthy in the extreme, but also inimical to the health of the household. They should not be allowed to remain an hour before being rinsed, if it can be helped.

It seems strange that it is not generally known that all that is disagreeable in this connection can be practically avoided by putting pieces of old cloth in the napkin to receive fæcal discharges. These cloths are rolled up and burned, and there will be nothing on the napkin itself except perhaps a slight stain which readily rinses out, if done at once. If it accidentally becomes soiled, wipe it off well with old cloths or newspaper, which can be burned, before rinsing. Never put a soiled napkin into water without first doing this.

All the worn-out white clothes of the family should be saved up and torn into pieces about 8 x 10 inches or less, to use as suggested; and if these give out, it amply pays to buy cheese-cloth or very cheap muslin, which can be had at 3 to 6 cents per yard, and cut it up for this purpose. Boil it first, then dry and iron it, and cut each yard into sixteen pieces, which will thus be a quarter of a yard square. The pieces which are merely wet can, of course, be washed and used again. Usually, however, enough old clothes can be gathered up to use in this manner, until Baby is old enough to use a nursery chair. Those who try the plan will never depart from it. V. F. M.

Two Recent Improvements.

MOTHERS are always interested in new things made for the comfort of the little ones, and the NURSERY GUIDE seems to be the distributing point for this information. I have recently learned that the little underdrawers advised by Dr. Louis Starr for infants' wear, described and illustrated in his "Hygiene of the Nursery," are to be manufactured and sold in New York by Best & Co. I used them for my child with a great deal of comfort to both myself and child, but I was obliged to make them, as they could not then be purchased. The important features of those being manufactured are that the drawer legs are separate, so that one can be removed if necessary without disturbing the other, and that they are so shaped that they can be worn by the smallest infants. This becomes necessary when the change to short clothes is made, as the surface from stocking to napkin must for health's sake be protected. These drawers are made to be buttoned to a double V waist or one similar.

Another discovery of mine that has brought me comfort is that the silk sponge flannel made in Boston, and advertised in the NURSERY GUIDE (where I first heard of it), makes delightful blankets and petticoats for infants, being absorbent, easily washed and dried, sanitary and pleasant to the skin. It is an ideal material for winter nightgowns. I have used two sets of these blankets for a long time, and with the greatest amount of satisfaction. In winter I use them instead of sheets, as they do not chill when wet. The material is also admirably fitted for bath blankets for Baby, and I think it could be used in many ways with good results, by ingenious mothers, as it practically never wears out. My chief regret in connection with it is that I did not learn of it earlier.

Philadelphia. LOUISE E. HOGAN.

Indoor Aprons.

NOW that cold weather requires that our children must don their woolen garments—which can seldom and in many cases never be washed—I thought I would tell your many subscribers of the great comfort the two enclosed patterns of aprons have been to me for the last five years. I refer particularly to the boy's apron.

Since my little man went into trousers, I have found them so very useful in the nursery, while at play, his navy blue woolen serge suits remaining quite spotless in winter and his white drill suits in summer, though he plays at carpentering, modeling in clay, printing with

ink, besides various messes with his paint boxes. He could wear a white drill suit a whole week, did he not soil it while out of doors at play, when he often leaves off the aprons, they being especially intended for home wear. I have found other aprons made something like an ulster, in shape even more satisfactory, since they greatly prevent the little trousers from wearing out in the seat, which those fastened at the back do not, being opened half way up, and oh, these aprons are such a saving to the sleeves of the sailor jackets.

I make them of ginghams in pin-head checks in blue and white with a band around the neck instead of the white linen collar, as is shown in the illustration—as I think a child is tortured by such a stiff article while at

play. Instead of gathering my boy's aprons into the yoke, I tag in three box plaits in front and one upon each shoulder in the back, imagining it to look more manly than the gathers which I make for my little girls. I also have him wear them with a leather belt. I make the aprons reaching nearly to his knees. He grows so fast they are soon short enough. I set the sleeves in with an extra full inch left around the armhole upon the wrong side; for what with growing and shrinkage of the ginghams the sleeves require lengthening before the winter is half over (short sleeves with a band fastened half way up the arm are so uncomfortable for an active boy, and look untidy, too, with the sleeves of his jacket extending from beneath them). At first I did not make this extra allowance in cutting the apron sleeves, and soon discovered the mistake I had made. I found also that it was well to have an extra half yard of every apron for new sleeves, two pairs being always required before the body part is worn out. In this way three aprons will last a year or even longer if the material is good, which I believe to be the best economy in the end. My boy has worn the same five-drill sailor suits for three consecutive summers, these aprons principally making them last so long.

The trousers are first made with a deep hem around the top, where the buttons are sewed on for the suspenders, and an inch-wide hem in the legs. The following summer they are let out and faced, the trousers again fit; the third summer the legs remain a little too short, but the seat is lengthened by a waist band for the buttons. This waistband is neatly overseamed around the trousers upon the wrong side, then a row of machine stitching adorns either side of the seam, and the trousers look as well as ever. I manage the sailor blouses in the same way. They, like the aprons, are made with a full extra inch set in around the armhole, and with only a band. The second year the sleeves are let down from the armhole; the third year they are lengthened by a wide cuff, and the fourth summer his younger sister is going to wear them—for the material is as good as ever—and I suppose the poor will yet be benefited by them, as they have often been before.

Valencia, Spain. M. M.

A Plea for Silk Robes.

A WORD for the babies, and more especially for their mothers, who waste much precious strength in weary stitching over the dainty embroidered robes of nainsook and muslin, with their innumerable puffs, frills

and ruffles, which cost a small fortune for their laundering, and may be torn past mending in their first wash. Beautiful as these dresses are, discard them for the little slips of wash-silk which may be made perfectly plain, or daintily embroidered to suit the individual fancy. They will wash well with very little care, and long outlast the cambric or muslin lace-trimmed dresses, which, in spite of the prevailing notion to the contrary, cost, if of fine material, far more than the silk to begin with, and are more expensive still, because far less durable.

"But," says one mother, "the little muslin and lace dresses are so pretty." Indeed they are; and if your baby be born "with a silver spoon in his mouth," have them by the dozen. But don't injure health and life by weary hours spent in making and laundering these dresses, your over-taxed strength and patience reflecting on Baby himself, whom you rob of much loving care, to bestow it upon his wardrobe.

A clean, sweet, wholesome and good-natured baby is beautiful in any neat dress, and a quaint little slip of cream-colored wash-silk with a dainty frill of lace at the throat and around the wee sleeves (or these may be simply buttonholed with silk) is a right royal robe for the little king or queen of the household.

The many reliable firms who have made a specialty of infants' clothing, and have removed the necessity of a mother making her baby's *layette*, unless disposed, have well earned the gratitude of mothers all over the country; and they may greatly add to the obligation felt if they can furnish at a moderate price garments of really fine material, though they be made perfectly plain. This, as I have frequently heard expressed, is the one lack of these establishments engaged in the manufacture of infants' clothing. The cheaper outfits show tucks and embroidery, but the material used is often coarse, and those made of fine fabrics are so expensive that they are quite beyond the reach of the mother of limited means.

Philadelphia. C. B. M.

Another Recruit.

I WISH to add my protest to others against the long dresses now in vogue for children. A few days ago I heard a lady tell of a little three-year-old in San Francisco who inserts in her prayer with great earnestness the petition, "And please, God, don't send me *any more* long dresses." Remembering the distressful look my own little Dorothy casts on me as she stumbles on her long frocks, I decided then and there that my little ones should have short skirts hereafter, let Dame Fashion frown as she will—though, like many other things we fear, she becomes docile enough when once we have defied her, and will soon learn to follow instead of to lead.

Concord, Cal. M.

KINDERGARTEN-AT-HOME STORIES.

Johnnie's Earnings.

"PAPA, can I dig?" said Johnnie, running to meet his father one day in the hall.

"Yes, my man, you can," replied papa. Johnnie's eyes glistened. He liked to be called "My man." It always seemed to him that his father especially approved of him when he called him that, and it reminded him, too, of a time when Uncle Rob had seemed very proud of one of his friends, and had called him "a fine fellow."

"But papa, really *dig* I mean, in the garden, with Patrick." "Why, yes," said papa, "you may if you want to; but Patrick is digging potatoes—that will be rather hard work for you I think." (Johnnie was only eight years old.)

"Oh, no, it won't," said Johnnie, confidently.

"But Papa," he added, a little timidly, "will you—will you give me some pennies if I dig?"

His father could not help laughing, and he looked rather curiously at his little boy.

"Give you some pennies?" he began; "why?"

"Well, you see," said Johnnie bravely, a little afraid that his father might have misunderstood him—"you see I want to earn some money, and I thought that as you really wanted the digging done, I could help Patrick, and then you could give me some pennies for it—of course not as many as you give Patrick, because perhaps I could not dig as well as he does. I'm not used to it yet, you know."

"No, I see," said his father gravely. "Well, and what do you want the pennies for?" he added. Now papa would have liked to hug Johnnie hard, but he knew that the little boy preferred to be talked to like a man.

His father's question, however, Johnnie did not seem inclined to answer. He looked shy, and he looked down on the floor, and then he glanced up at his father, and then laughed a little. "Oh, something," he finally replied.

"Well—no matter, run along," said papa, "I will give you ten cents for every hour you dig."

Off rushed Johnnie in great excitement. "Patrick," he shouted, when he caught sight of the hired man in the potato field, "papa says I may help you dig, and he is going to pay me ten cents for every hour—isn't that splendid?" "Indade thin," said Patrick, "it is not very rich ye'll be getting these days, I fancy." "Well, but can I begin now, and where can I find a spade, not quite such a large one as yours—isn't that rather a large one?" he added hesitatingly. He was a little afraid Patrick might be going to say "Oh, bother the childer," in which case he knew there would be nothing more to get from him.

But Patrick seemed good-natured this morning. He told Johnnie where to find a spade which was smaller and lighter than the one he used himself.

"But now sure ye'll not be goin' to dig peratees in thim foine clothes of yours," suggested Patrick. "Sure what'll your ma say?" "Oh, I never thought," said Johnnie, looking down at his nice clean jacket. "Well, I can't dig in shirt sleeves like yours, because I don't wear shirts yet—well, not shirts like what men wear," he continued, as he thought he saw Patrick trying to hide a smile. "But I'll go and put on an old jacket." "And sure a good thin one, for ye'll find it purty hot I'm thinkin'," called Patrick after the little flying figure.

When Johnnie returned dressed in suitable costume for digging potatoes, it was nearly noon, and Patrick said he must soon be going to dinner, and he advised Johnnie to wait till he came back at one o'clock, when it would, perhaps, not be quite so warm. But Johnnie was impatient to begin. "You just show me how to do it," he said, "and I'll work till you get back, and then I'll know when I've done one hour." "Well, all roight," said Patrick, who concluded to humor the child, supposing he would work a few minutes and then be off to play. But no, Johnnie began to dig in good earnest, and soon caught the right way of doing it. "Now, Patrick, you go to your dinner," said he; "you know I don't have mine till half-past one, and so I can earn fifteen cents by that time." "And be yez goin' to dig all that time, thin, and in this broilin' sun?" "Yes," said Johnnie, courageously, "because I must have the pennies for to-morrow—no, for the day after to-morrow"—correcting himself. "Shall I tell you, Patrick, what I'm going to do with them?" "Sure thin, that's as ye loike," said Patrick. "Well, I don't think I will," said Johnnie, reflecting a moment, and adding, wisely, "Uncle Rob said once that the best way to keep a secret was not to tell *anybody*, not *anybody*, you know." He did not want Patrick to think that he excepted him for any special reason.

Well, Patrick went off to dinner, and Johnnie went on with his work. At first it was not so hard and not so very hot. There was a little breeze which kept Johnnie's

cheeks cool. But before long the spade began to feel heavier than it had felt at first, and stooping over so long was tiring. Johnnie stood up a moment to rest. "But if I stop," he thought, "that will be cheating; that won't be working all the time for a whole hour." So he quickly set to work again. But his back began to really ache a little. He thought whistling would make the work seem easier, so he whistled "Yankee Doodle," and then one of the tunes mamma played on the piano and he found it really did help him to dig. But finally he thought it was getting pretty hot, and if he stopped to rest a few minutes he could make it up by working a few minutes after Patrick came back at one o'clock. So he stood up and looked about. The breeze had died away, and the sun stood high in the heavens.

"Pretty hot," he soliloquized, "but it's pleasant." When he felt a little rested he went to work again. "The hour must be nearly out now," he thought, after he had been digging for what seemed to him a long, long time. Just then he caught sight of a man in a neighboring field. "Please tell me what time it is, mister," he called out. The man looked at his watch. "Twenty minutes past twelve," he said. Johnnie was astounded. He thought the man would have said ten or even five minutes of one. "Oh, well, probably his watch is wrong," he consoled himself by thinking. On and on he worked. The sun seemed to grow hotter and hotter; his cheeks were flushed, and his back ached more and more; his knees began to feel stiff, and his hands seemed to tremble. "Where can Patrick be?" he thought. "He said he would be back at one, and it must be one by this time, even if that man's watch was right; it *must* be one o'clock now. Perhaps Patrick has forgotten, or perhaps his wife or one of the children is sick, and he had to go for the doctor. It may be nearly two o'clock! Why, then, of course, I am late for dinner. But if I work till two, then I shall earn twenty cents." So he toiled on. He stood up straight again to rest. "Now, suppose it should be as late as three o'clock," he thought, "why, perhaps, I shall go on digging all the afternoon and no one will come at all. Oh, won't I be tired at night, though," he said as he stooped down again. "I don't think I should like to dig potatoes *every* day as Patrick does—no, not even if I could earn a *lot* of money."

When the clock really struck one, Patrick left his house and walked leisurely towards the field. He saw the little figure he had left at work, still digging laboriously. But the tired arms moved slowly, and the head was drooping. "Patrick," called a little patient voice, "what time is it?" "Sure and it'll be about a quarter past one, I'm thinkin'." The spade dropped from Johnnie's hand. "Well, I'm going home now," he said, and walked slowly away. "Sure and what would the bye be workin' like that for?" said Patrick to himself, watching the weary, limping little fellow across the field. "Tin cints is it he wanted? Well an' sure, I didn't know he was that sharp after pennies."

The next day Johnnie took the ten cents he had so honestly earned, and went on a mysterious excursion to the village. No one knew what he went for, but Sister Mamie, who became fifteen years old on the day following that, found at her plate on the breakfast table, among other gifts and kind remembrances, a pretty birthday card, with the picture of a red rose upon it, and on the blank space in the corner was printed in large letters—

"To Mamie
from her loving brother
Johnnie."

The Naughty Black Kitten.

Once upon a time a little kitten lived with her mother and three little sisters in a large white farmhouse.

This little kitten was as black as coal. From her nose to the very tip-end of her tail there was not a single white spot, and I am sorry to say she was not a very good little kitten. She had a very nice home, and plenty of warm milk to drink, and a soft bed to lie on, and yet she was not happy.

And why do you think she was not happy?

Why, because she knew that in the corner of the lawn high up in the maple tree was a nest of tiny birds, and she thought to herself how nice it would be to climb up the tree and eat the little birds.

And after a time she told her mother that she wanted to eat the little birds, and her mother said, "You naughty kitten! don't you do such a thing. You have a nice home to live in and plenty to eat, and everything to make a kitten happy. So don't you touch those birds, but let them live and be happy."

But as I said, this little kitten was very naughty, and instead of minding her mother and thinking no more of the birds she still thought of them, although she knew it was wrong. Day after day she would say to herself, "Oh, how nice they would taste, they are so young and tender."

Finally, one day she said, "Well, I am going to do as I want to anyway. I am going to eat those little birds. Mother will never know anything about it." So she walked very stealthily to the corner of the lawn. Just opposite the tree where the birds lived was a big hollow tree, and the kitten said to herself, "I will stay in the hollow tree and watch till the mother and father birds fly away to get dinner for their little ones, and then I will climb up the tree and eat them.

So then she climbed up the outside of the hollow tree and jumped down into it. And what do you think happened?

All the summer long a swarm of bees had been flitting about from one fair flower to another, gathering honey and storing it away in the hollow tree. The first thing the bees knew the kitten jumped down upon them, and knocked over the honey and killed some of the bees.

This made the bees very angry, and they flew about and stung the kitten ever so many times. The kitten scrambled out of the tree, and ran home all covered with bee-stings, and crying with all her might.

Her mother heard her crying a long way off "Miaou! Miaou! Miaou!" and she ran to meet the kitten, and said, "Why, kittie, what is the matter? What are you crying for?" And the kitten said, "I climbed into the old hollow tree, and there were bees in it that stung me." Her mother said, "What were you doing in the hollow tree?" And the kitten said, "I thought I would watch for the old birds to fly away from the maple tree, and then I would eat the little ones."

Then her mother said, "You naughty, naughty kitten. Didn't I tell you not to think of those birds again? I am very glad the bees stung you, for you were a very disobedient kitten, and deserved to be punished."

MARY C. SPAULDING.

The Christmas Fairy.

ONE night, after little Dick Hasty was laid snugly in bed, and his mother had kissed him and gone down stairs, he thought he heard a rattling at the window. He lay still a minute until he heard it again, as if some one were trying to unfasten the blind. Again and again he heard it, and at last he went to the window and looked out around, but he saw no one, and was just going back to bed when he heard a strange voice, which sounded very far away, saying, "Here I am, don't you see me?"

He looked again in the direction of the sound, and saw perched on the window blind a little figure like nothing he had ever seen before. It seemed to be a very small doll, only dolls do not talk. He wanted to know more about his strange visitor, so he said, "Who are you?" and the soft voice answered, "I am See-all, the Christmas Fairy."

"I am sure I never heard of such a fairy before," said Dick. "What makes them call you the Christmas Fairy? Are you any relation to Santa Claus?"

"No, but we are very good friends. In fact, he keeps me busy most of the time. I know all the children in this part of the world, and Santa Claus named me 'Christmas Fairy,' because I tell him where the good children live, and I often ride with him in the reindeer sleigh, to tell him what the children want for Christmas presents. I am so small I can go everywhere and see them when they don't see me. I have traveled very far to-day, and seen a great many children, and I don't mind telling you that I have

been looking for a boy that is kind to his pets. Santa Claus has a nice live black and white dog that he would like to give to the right kind of a boy."

"Oh," said Dick, "I know ever so many boys that would like him."

"Yes, I suppose so. I heard Willie Snow, who lives in the brown cottage, teasing his papa to buy one, and I thought that I would just look around and see if he would suit Santa Claus; but as I peeped into his rabbit pen I saw they had not been fed that day, and I heard his mother tell him to feed the chickens, but he went off to play and forgot all about it; so I knew he would not do. Then I thought the boy in the next house might do, and I was just going away when I saw a white cat limping under the shed, and I asked her about the boy that lived there; she said she always hid when he came in sight, for he was the worst boy in the neighborhood. I'm sorry I can't tell Santa Claus that he'll do.

"You ask how I get about so fast and so far. Well, I often get a ride in the arms of North Wind. You shiver at that, but it's because you don't know North Wind as well as I do. I could tell you a great deal if I had time, but here he comes and I must away."

Just then Dick heard a rustle and felt a puff of wind on his face, and the fairy was gone!

When Dick awoke next morning, he could not tell whether he had seen the fairy or whether he had dreamed it. But he told his little sister Mary all he could remember, and they agreed that the best way was to be very careful *all the time*, so that they would never feel ashamed when they thought of the Christmas Fairy.

Now Mary never cries or pouts when her mother asks her to take care of the baby, and Dick brings in wood for his mamma, and feeds the chickens without being asked; and I hope Santa Claus will hear of them. Don't you?

Topeka, Kan. D.

THE MOTHERS' PARLIAMENT.

Music in the Home. —I want to call the attention of mothers to the importance of music in the home. Busy mothers are too apt to "hush" their children when they sing or whistle. It is just as natural for some children to sing as it is for the birds, and it seems to me almost wicked to hush their little voices. To be sure, one does get tired of hearing street songs all the time, such as "Annie Rooney," "Ta-ra-ra-boom-de-ay," etc., but we should have patience and teach the little ones other songs, with pretty airs and easy words; then they will soon stop the street music.

I know of a mother who has kept her children in the kindergarten until they were nine years old merely to have them learn the attractive songs which are taught there. These children go to a primary school in the afternoon. This mother will not engage a nursemaid who cannot sing and read; yet she says her children are not naturally musical, and one of them cannot sing a note correctly, but she allows him to think that he can, because he truly loves music, and some day he may learn. They have no piano in the house, because they cannot afford one, and cannot spare the funds necessary to employ a music teacher. Neither father nor mother can play on any musical instrument; yet, should you listen some rainy day at the nursery door, you would say, "Oh! what a musical family;

how well those little children sing." Yes, they sing from their hearts, because they are happy, and because they have never been "hushed up." When they attempted a new song they were encouraged, and so were kept bright and pleasant by music. If the baby falls, they do not allow it to cry, but pick it up and sing to it. When the tired little feet come pattering in, after a long day's run, mamma or nurse wash the little faces and hands, and they all sit down and sing sweet songs together, while waiting for their supper.

When these children are men and women, how pleasant it will be for them to remember their nursery songs. Rich and poor should have music in their homes; it is a great safeguard against much that is evil. We do not need to be skilled musicians in order to make children happy.—*H. A. L., Montclair, N. J.*

Baby's Language.

—Often in literature are the children of well-educated and well-bred parents represented as using the most incorrect language possible, and so frequently does one come across similar instances in real life that it would seem as if ungrammatical speech must be a positive necessity to a young child. Why it should be so is a mystery no one has seen fit to explain, but it may be briefly accounted for in one word: training, or, rather, a lack of it.

A little child can be taught to speak correctly from his first sweet lisping speech. True, no one would expect a baby to properly pronounce his words, any more than one would expect him to run before he had learned to walk, but he may be taught to speak grammatically from the beginning if each little mistake be quietly and assiduously corrected when made, and the child required to repeat his speech correctly; and this may be done in such a bright, pleasant way that the little one finds it charming play.

Many well-meaning parents fall into the grievous mistake of allowing a very small child to make use of slang words and phrases, under the impression that they sound extremely smart; after a time, however, the very speeches they have taken pride in may cause them to blush with shame and pain. Not one objectionable word should be allowed to pass a baby's lips; he should be taught the purest English, and given the most refined forms of speech from his first efforts, and such a method will give a mother great reason to rejoice, not only for her child's sake (to whom the habit of correct speech so early acquired will prove a life-long advantage), but for her own, as she will not need to correct the little one at all after a while, where the average child requires correction fifty times.

Children should be taught from infancy to seemingly neither see nor hear any unrefined speech or action or, if unable to feign unconsciousness, to pass by everything of the kind in dignified silence.—*Mrs. S. H. Snider, Napinka, Manitoba.*

A Unique Experience.

—A writer on "Truthfulness" in a recent number leads me to relate an experience with our little daughter, which furnishes a practical illustration of teaching one child to be truthful according to the ideas of the writer.

Until she was past four years old our girl had no knowledge whatever of a lie. I was her nurse, and never left her in the care of any one except her papa or auntie, who, like myself, endeavored to be "an object lesson of truthfulness" for her in word and act. When little ones came to see her I had them play about the rooms where I was at work, or I went with them out of doors, where I could watch over them and direct their sports. So long as no incident occurred to give an idea of a lie I purposely avoided the subject. Until some occurrence made it necessary for me to explain to her I did not want her to know that there was any other way than to tell the truth.

She was a child of strong imagination, as was evidenced by the creation of imaginary playmates when between two and three years old, and when she had never heard of fays, fairies, or other fancied creatures. "Sleck and Slell" were children of her fancy, and boon companions with whom she spent many happy hours. These children were endowed with wondrous powers, and their achieve-

ments stopped only at the bounds of imagination. Jules Verne's travelers were outdone; for Sleck and Slell went to the stars or to the bottom of the sea, and came safely back without the tedious details of scientific calculations or climatic disasters.

I did not try to check her flights of imagination with Sleck and Slell; but I pointed out the difference between them and her real playmates, and I think that the distinction was clear to her, for she never attributed fanciful qualities to the real beings, and she remained strictly truthful about real occurrences until she found out what a lie was; then she experimented for herself.

She got her first idea from the story of George Washington and his little hatchet, and a revelation came to her a few days later when a little acquaintance told a lie which duped us all for a time, and filled us with astonishment when the deception was discovered. This lie and the consequences to us came unavoidably to our child's knowledge, and she was well pleased with the whole affair. She seemed to regard it as a good joke, enjoyed our surprise, and proceeded at once to tell astounding lies herself. Auntie moralized and made bold to say that it would never have happened if I had not permitted those wild stories about "Sleck and Slell." Papa talked seriously to his little girl, then sternly as the days went by, and told her that he would have to punish her if the habit continued.

I counseled patience and forbearance, and was firm in the belief that punishment would do no good, and might do harm by causing her to lie slily; for as yet there had been no attempt at concealment, though she told her lies with such earnestness and apparent candor that we were often deceived by them. The following will serve as an example of her stories: She came from the vineyard one day and told me that she had found a bird's nest, locating the place and describing the bird, her nest and eggs so minutely that I thought it must be true, and when a close cross-examination failed to change the story, I was convinced. Investigation showed me, however, that the nest was not there, and when I took the child to task for the story, she said, "Well, I thought a bird might build there anyhow, for it is a good place for a nest!"

She had never been a hard child to govern, and was very fond of our approval; but lying now possessed a strange fascination which held her in thrall and made her, for a time, reckless of consequences. I talked to her after each offence, telling her how badly it made us feel to have our darling tell us things which were not true, and how sorry we were that we could no longer believe her. I told her, too, that her little playmates would find out that she lied, just as we had done, and that they would not love her as they would if she were truthful.

The first effect of this was to remind her to lie oftener than she would otherwise have done. But I kept steadily to my purpose, impressing her with the consequences of a lie and emphasizing the great necessity of truthfulness, and after a while I had my reward. Her stories became less frequent, she was embarrassed and troubled when detected in them, and after a period of perhaps three months they ceased entirely. Since then she has been truthful as she was before—she knew the meaning of a lie. She is now nearly six years old, and Sleck and Slell still have an honored place among her playmates.

Since the trying experience I have endeavored constantly to enforce lessons of truthfulness by example, by talks with her, and by reading striking little lessons on the subject, but I have never referred to her offence since it ceased, nor has she, but I am sure she has not forgotten it. I am trying to teach her to love the truth for the truth's sake and to reverence the high authority which commands us not to lie; and to me the tender and loving way seems infinitely better and wiser than any other.—*A Mother.*

The Minister's Baby.

—Rev. Arthur Haynes and his accomplished wife were New England people, and his parishioners of a growing western town were proud to herald the fact. It was well, perhaps, for the new pastor

that he did not hear all the encomiums passed upon his first discourse. The reception given soon after his first Sabbath in the place proved that Mrs. Haynes was destined to be as popular as her husband.

On the second Sabbath the Mooresville people were introduced to the remaining member of the family—a blue-eyed baby boy, who was brought in at the close of the service and christened "Mark." Alas! the poor baby was to be the target of criticism. Some objected to his name, some to the style of his dainty white dress, and all thought him a very ill-mannered little fellow, for he doubled up his pretty pink fist, shook it at the congregation, and screamed in an uproarious manner as his nurse retreated with him through the door. A baby never yet was known to cry in the good old-fashioned way necessary for lung development without a great many saying: "If I had charge of that baby it would not cry so."

Thus Master Mark Haynes became at once an item of interest to the Mooresville people. Mrs. Haynes was flattered by the numerous calls which she received the following week, but in reality half the number called for the sole purpose of seeing the baby. The very fact that they did not see him made them sure that something was wrong. Those who were bold enough to hint that they would like to see her "sweet boy" were denied the pleasure for the simple reason that it was the hour of his afternoon nap, and he must not be disturbed. One very inquisitive old lady was so fortunate as to call when he was exercising his lungs to their utmost capacity.

"Is your baby sick, Mrs. Haynes? A well baby should not cry like that."

"No, Mrs. Upton, he is quite well, thank you; he has always been a very healthy child. It is just the hour for his afternoon nap, and I have put him to bed. He'll not cry many minutes, I assure you."

"You don't mean to say that the little thing goes to sleep alone?"

"Why, yes; and at regular hours. It is very nice for him and the household, too."

"Yes—I suppose—and do you have regular hours for feeding him, too?"

"Certainly."

"Indeed! There are new ways of bringing up babies now!"

Another lady discovered that the ill-treated Mark was plunged into a bathtub every morning; another, that he slept alone in his crib at night; another, coming in the back way, saw Mrs. Haynes feeding him oatmeal gruel. Occasionally these ladies met to compare notes, and soon the charges read as follows:

Mark, the son of our pastor, is permitted to eat but three times a day, and his sole diet is oatmeal.

He is given a cold-water bath every morning.

He is taken out riding daily—rain or shine.

He is left at home alone while his parents go to prayer meeting and the girl is out gossiping.

He sleeps at night in the attic, third floor, lest his father be disturbed.

His parents have never been seen to caress him.

After the weekly rehearsal of these points the comments would run as follows:

"That child'll never have any sense, just mark it."

"It's a shame to treat an innocent baby so."

"He'll break a blood vessel some time crying so hard."

"They ought to be arrested for 'cruelty to animals.'"

They were not arrested, but something almost as withering in its effect was inflicted on the happy household—a church committee was appointed to investigate the case. This said committee repeated all the flying rumors to Mrs. Haynes, and asked if they were true. She bowed her head in thought a moment, then answered quietly:

"If it is any comfort to you to believe such reports, be happy in it. Good afternoon, ladies," and with dignified air she stepped lightly from the room. They soon departed, vowing that that child should—no, would—be an idiot, and that those who knew him five years hence would find it true. It is needless to add that this was the last and only year

that the Rev. Arthur Haynes was pastor of the Mooresville church.

Thirty-five years afterward, Miss Upton visited her younger married sister in Washington. The day they visited Congress a Senator from Massachusetts made the leading speech of the season.

"I never heard such eloquence," said Miss Upton.

"No one does except from Senator Haynes," replied her sister.

"Senator Haynes; his full name, please?"

"Mark—yes, Mr. Mark Haynes. He is a minister's son."

"Yes—I knew he reminded me of some one—so like his father! Don't you remember? No, you were too small then; but this man is that baby who upset all Mooresville one summer. Well, well!"—*E. C. S.*

An Operation for Adenoid Growth.

—May I write a few lines to some of the anxious mothers who find that one of their children has this trouble, recently described in the NURSERY GUIDE? Do not be troubled by the prospect of an operation, and you will be surprised to find how many children you will hear of who have been through the same thing, and safely. In fact, I believe such a thing as an unsuccessful operation is almost unknown; and watching children develop so many unpleasant symptoms as they must do, you are only too glad to have something done to obviate the trouble.

My oldest son of five years had the operation performed two years ago. He has been altogether a different child since, both mentally and physically. I have waited thus long in writing to be sure that the gain was permanent. As regards the operation, it took only fifteen minutes, and was done at home—his own physician being in attendance with the specialist to perform the operation, and a trained nurse. He was kept quiet for a short time, but in a few hours was sitting up in bed playing; the next day he was dressed and all about the upper part of the house—and to think I had dreaded the ordeal for weeks. He had no remembrance of the operation whatever, and there was not one unpleasant after effect; on the other hand, think of the gain! He had always been subject to throat troubles, which have entirely disappeared. He goes through the entire season now without a touch of tonsilitis or bronchitis. The growth was affecting his hearing, which I am glad to say has materially improved. Mentally he is now in advance of children of his age, and previous to the operation he was much behind them. The trouble affected his entire nervous system, which is gradually less and less easily affected by external things. I hope by this to encourage other mothers to have the operation performed where desirable. —*A. B. C., Boston.*

NURSERY PROBLEMS.

Antipathy to Solid Food.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly give me some advice as to the diet of my two-year-old daughter? She is the only "BABYHOOD" baby of her age I know of who takes only liquid food.

With the exception of a short time during the very hot weather last summer, when she was cutting both canine teeth at once, and suffered from bowel trouble, she has never been ill. At six months she began to take sterilized milk and barley water, which gave place to undiluted milk when she was a year old. Two months later I began to give her a bowlful of strained oatmeal and milk fed from a spoon for her midday meal, and she never took it without crying and fighting against it. As it agreed with her, I continued to make her take it until her illness in the summer, when the doctor ordered her to have nothing but barley water for a time, and then the milk again. In August, when she had quite recovered from her sickness, I began to give her chicken broth, beef tea and soft boiled eggs for her dinner, giving her but one of the articles at a time. These she dislikes extremely and her dinner is always taken to an accompaniment of howls and tears. The egg is hard to get down as the tiniest bit of half solid white distresses her greatly. Several times I have tried to make her eat mushy cereals like wheatena, with most melancholy results. She begins, the instant she feels the sub-

stance in her mouth, to cry and try to get it out. When foiled in the attempt, she swallows it with much coughing and choking. After three or four mouthfuls she gags so violently as to bring up all that she has swallowed. I finally gave up trying to feed her cereals, and her food now consists of about 3 pints of milk, and half a pint of beef tea a day. She continues to fight against the beef tea, and it is always flavored with salt tears. For the last month I have taken her to the table twice a day and given her bits of bread, thinking she might learn to take solid food from seeing her parents eat, and imitating them; but the experiment is a failure. The bread is crumbled and goes into her lap and down on the floor, and everywhere except into Miss Baby's mouth. The fact that she has never been in the habit of putting things in her mouth as most babies do makes it all the harder to teach her.

She is now twenty-six months old, well grown and solid, larger than most babies of her age, and as forward as babies generally are when brought up alone without other children. I have always cared for her in the approved NURSERY GUIDE way—regular meals, naps and out-of-door exercise. She now has four meals a day, a nap of an hour and a half to two hours; by half-past five she is in bed and left to go to sleep by herself, and no more is heard from her till seven the next morning when she has her first meal of milk. The only fault I have to find with her is that her sixteen teeth are of no use whatever. Up to the present time her food seems to have been quite sufficient for her nourishment; but I should very much like to know—

(1) How much longer can a child of her age do well on the diet described above?

(2) Is there any way, except starving her, to make her take more solid food?

(3) Would you advise my trying again to make her take the more solid food or letting her go on with the present diet so long as she continues healthy and strong?

Answers to these questions will be highly appreciated. R. H. P.

Hackensack, N. J.

(1) We presume that one could live always on milk diet if the quantity taken were adequate to the needs of growth. Of course we do not think it desirable, but we should not fear starvation or even poor nutrition. You are dealing with one of the many freaks which a physician who sees much of children has to deal with. But we are bound to say that we think there is far less danger for a child who will only take milk at the age of two and a half years than for one who has the misguided promiscuous diet so generally permitted.

(2) No way, unless it be to make things very tasty, and that is too often done only by the addition of an injurious amount of sweets.

(3) We see no harm, so long as she seems well and strong, in continuing the milk diet. Of course you must be watchful, to be sure that she really is in good condition.

Possible Causes of a Rash.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby has recently become afflicted with a troublesome eruption on her face and hands, and I would be glad to have your opinion as to what it is, and by what it is caused. Large red spots, which look much like mosquito bites at first, come out on face, neck and hands. Sometimes a few of them form a little pustule or point, and exude a watery fluid, looking like the eruptions of chicken-pox. After a day or so, these dry up and the others disappear, but are followed by new spots in new places. Associated with these large spots is a fine red rash looking not unlike the red "gum" rash that appears on little babies. There seems to be no special irritation or itching of the skin, and no great extent of inflamed surface.

The child will be a year old in about a month, and has always been perfectly well. Even now she appears to suffer no discomfort, is happy, sleeps and eats as usual. She weighs 22 pounds, has eight teeth, and has always been fed on a sterilized milk food, prepared originally of two parts cream, one part milk, and a little more than three parts water. The milk and cream were first partially predigested with a tablet of pancreatin and bicarbonate of soda, by heating the tablet in the mixture, then diluted in the proportion mentioned, and sterilized twenty to twenty-five minutes. Gradually I have increased the amount of milk, and lessened the cream and water, until now she takes four times as much milk as cream, this mixture diluted (half and half) with water. She takes 11 ounces at a feeding, and has six meals in the twenty-four hours. She has never had any sort of illness while using this food (and she has used it since two months old). Her digestion seems perfect, bowels are always in good condition; she seldom has more than one movement a day, but that is free, natural, and regular.

(1) Can you tell me from my description the nature of the eruption?

(2) Can you see anything in the manner of feeding to cause it?

(3) Do you think I use too great a proportion of water for her age, considering the cream used, or too little?

Any information you can give me, or any advice as to treatment, would be gratefully received. I should mention that I have consulted my physician, who says the trouble is not an eczema, but is inclined to think it an eruption due to some irritation in connection with teething.

Grand Rapids, Mich. A SUBSCRIBER.

(1) It is probable that by this time your baby's eruption is a thing of the past. From your description we should judge that the trouble is allied to that which is popularly called "hives," and belongs to what physi-

cians speak of as erythemata. It is very difficult to diagnose skin eruptions without seeing them.

(2) There is little doubt that the eruption is in some way related to indigestion, though, from what you write, the food taken appears to agree with the child.

(3) Ordinarily we should say that a child of its age could bear a food less diluted, and that it certainly would no longer need to have its food predigested; but as its skin trouble, so far as we can guess, is in some way dependent upon the digestive processes, we think that your own physician can advise you more wisely than we can from a distance.

Furs; Walks in Snowtime.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Will you kindly say what you think of a child, a little over two years of age, walking out on the snow? It is difficult to push her carriage in a country town where the walks are not cleared. Is it well for her to be walking in heavy thaws, if the sun is shining brightly?

(2) What do you think of a child's wearing furs on very cold days, and leaving them off on warmer days?

Beverly, Mass. A SUBSCRIBER.

(1) If the snow is dry and hard and the feet are well shod, which for a child of two would mean wearing overshoes as well as such shoes as are usually worn at that age, there would be probably no harm if the child kept in motion. But in a sea-coast town such as yours, hard, dry snow is exceptional, and we should prefer our often-mentioned plan of dressing the child as for out-of-doors and letting it take its air in a sunny, unwarmed room, which has just been freely aired and the windows of which are a little down at the top. In this way the pure outdoor air can be had without a sloppy, chilly footing of melting snow.

(2) The warmth of furs, as ordinarily made up, is so great that to wear and to lay them aside in alternation is too great a change to be safe. We should prefer to do without them altogether, and to have a pair of lighter capes of woolen, or, perhaps, still better, a coat with a cape; the latter can be used or not, according to the variations of temperature. We do not recommend the use of fur at all in such moderate climates as yours, not only for the reason given, but on account of the disadvantage of muffling up the throat to such an extent as they usually do.

Dancing Lessons.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have two boys, five and seven years old. Many of their little friends are now going to dancing school, once a week, from 4 to 6 o'clock. I have always been very fond of dancing, and the school is an admirable one, yet I prefer that my children should not go. Though quite well and strong on the whole, they are "city children." Under ordinary circumstances they have their supper at half-past five, and, after a few games or a story, are in bed about seven. Dancing school means: First, the loss of the afternoon's play out of doors, and the care of dressing in best clothes, frequently thinner than the every-day clothes. Second, two hours in a brilliant room in the company of thirty other children, at the time of day when they should have least excitement, with the added stimulus of music. Third, the return home after dark to a supper later than usual, eaten either when excited or in fatigue consequent upon the unusual doings of the afternoon.

I guard my children carefully from children's parties other than having a few little friends to dinner or supper. Why should I send them to a party every week? When they are older, I hope they may have dancing lessons and much enjoyment from dancing, but I cannot persuade myself that it is wise to send them to dancing-school now.

May I ask your opinion on the subject, for I am nearly alone in the stand which I take?

A MOTHER WHO STILL LIKES TO DANCE.

Providence, R. I.

Of course you are right. If the hour of the lesson were in the forenoon we should have to consider a little before deciding, but as the case stands there is nothing to discuss from a medical standpoint.

Dietary Dilemmas of Ten Months.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have been taking your magazine for over a year, and have had much help from it, and now I want to ask you for information about proper food for my little ten-months-old daughter. She weighed 12½ pounds at birth, and, while not unusually large now, is very well. I was not able to nurse her at all, and had a very hard time to find a proper food for her. One food, which our physician ordered, did not nourish her at all, and she only weighed 18 pounds at five months and seemed to be going down hill steadily. At last I tried a food I found mentioned in your columns, and in three weeks Baby came up to 22½ pounds. It consisted of part cream, milk, boiled water and lime

water, and agrees with her splendidly, which seems strange, as I had tried cow's milk diluted before and she was unable to digest it. She cut her first tooth when just four months old, and now has ten, with two others nearly through. She had ten at eight months. A number of people think I ought to feed her other things besides her cream food, because she has these teeth, saying that she will be unable to digest other food if I wait until after next summer, as I intended doing.

I may be over-anxious, but I cannot feel that it is right to give this little baby such food as chicken broth, baked potato or bread and milk; she has seven meals a day of 6 ounces each every three hours, and I am sorry to say has three bottles during the night hours, one at my bedtime about 9.30, one at 1 A.M., and one at 4 or 5 A.M. During the day, she is fed at 9 A.M. directly after her bath, at 12 noon, at 3 P.M., and at her bedtime, between 6.30 and 7 P.M. Do you think the seven meals too many, as she only takes the 6 ounces? and when can I, without risk, begin with solid food?

I should say that her 9 A.M. meal consists of Mellin's food, as she is inclined to constipation, and that has always been inclined to loosen her bowels.

Please tell me which are the molars—those just after the eye and stomach teeth?

Wayne, Penn., W. P.

A child doing as well as yours is doing needs no change at present. While very large and forward in some ways, she has shown some evidences in the past of not having very strong digestive powers. The rule in all feeding is that it is what is digested and assimilated, not what is simply swallowed, that gives nutrition and strength. But it will be permissible to soon give her other food than the cream food she is now taking. The appearance of the molars (the first molars are the grinding teeth immediately behind the eye and stomach teeth, but the molars appear first) is generally taken as an evidence that the digestive organs are sufficiently developed to care for food which has been chewed. This rule however, must be followed with great circumspection. The presence of the chewing teeth means only that the child may begin to chew, not that it should be allowed to chew everything or even many things.

First, it would seem to us desirable that she take fewer meals, even if larger ones. She now takes seven meals of 6 ounces each; it would be as well for the child, and much easier for you, if she had six meals of 7 ounces each, getting rid of the 1 A.M. meal.

Then as to change of food. First, test her ability to digest heavier food by diminishing the proportion of water in the food. If you have already gotten down to six meals you would not have to increase the bulk of each meal at all, but, by diminishing the water, bring the total bulk down to six meals of 6 ounces, while keeping the total amount of milk and cream as before. Proceed in this carefully, because it is possible—judging from your remark that cow's milk formerly disagreed with her—that she may be one of those children who do not easily digest casein. Not infrequently they are able to digest more easily some things which to others are less digestible. If the milk less diluted is well borne, the dilution may be carried gradually farther; but we personally like to add a little hot water to milk of good quality until children are quite well on, say, fifteen to eighteen months, unless they show very good digestive powers. Of course, even if they can take pure milk it is not to be given quite cold. In this day of refrigerators this caution needs repetition.

Chicken broth, oatmeal gruel (strained), mixed with milk, occasionally the squeezed juice of meat, may be allowed after the child is a year old. The first things to chew on should be, say, a chicken bone, with little meat on it, simply to practice chewing, and a crust of bread, from which the crumb has been scraped away with a spoon. What is gnawed away from these is well mixed with saliva, and usually easily digested. From these you can proceed to bread and milk, cereals (not strained) with milk, egg, soft boiled, and a little very finely scraped beef or mutton occasionally. The potato, so beloved of all meddling neighbors, is one of the most difficult things for a child to digest of the things it is likely to get. Do not let your baby have any before the next summer's heats and bowel troubles are gone.

Mixed Diet at One Year.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby has just passed her first birthday, weighs 20 pounds (weighed 7½ at birth), has seven teeth, and has had no sickness except several bad colds. She was nursed entirely for ten months; since then I have tried giving her diluted cow's milk, but it is generally difficult to

get her to take it. I tried the cup first and then the bottle, but oftener than not she will only bite the nipple, or else push the bottle away after taking a few mouthfuls. The milk is warmed, slightly sweetened and salted. Now that she is a year old, I give her for breakfast a tablespoonful of cornmeal batter bread, made with fresh milk, without soda or baking powder, and for dinner a teaspoonful of rice with 4 ounces of diluted milk. I would like to know whether she should have broth, or something stronger than her present diet, and whether she should have other cereals besides rice, and in what quantities. I have studied the diet table in the April number, but do not know which of the articles allowed at her age to begin with, nor how rapidly to introduce variety of diet, nor whether to give her more than one article at a meal. For instance, would batter bread and an egg be too much for breakfast? Occasionally, after taking a moderate part of her meal she will seem about to vomit, but in a minute will beg for more. If I give her more she does vomit. Does that show that the food does not suit her, or only that she has had enough?

She has always seemed to have a small appetite, rarely nursed more than ten minutes unless she was falling asleep, and would not fret if I inadvertently went an hour beyond her time for eating. When a week or two old, after nursing a little while, she would spit up a large mouthful of milk, apparently unchanged, not at all sour, and I took that as an indication of her having had enough. Was I right, or have I trained her to eat little by not giving her as much as she might have taken?

How long should I continue to nurse her? I have apparently a good supply of milk, and really she would drink so little milk I might almost consider she had been nourished by nursing alone till I began solid food a week ago. Only one day did she take as much as 8 ounces of the diluted milk. E.

Clarksville, Tenn.

A baby that is on the breast should under no circumstances have solid food. The only other that is to be thought of is a suitable infant's food, preferably made from diluted cow's milk in some way, to eke out a scanty supply. When the child is weaned—and nineteen times in twenty a child of one year would better be if the weather is suitable, the child is well and not cutting teeth—the question of diet may come up.

The baby has seven teeth. We suppose these are seven of the eight incisors and that she has no molars. This being so, we do not see how she can get much good from a cornmeal muffin (which we suppose is the equivalent of batter bread) or rice—two things needing much chewing for proper digestion, as do all starchy foods. Without chewing teeth she cannot chew. (The diet table alluded to was defective in that it did not distinguish between the diet of children of one year and of three years. Readers familiar with our columns could easily pick out what they wished; others could not.) Whether her sensitiveness of stomach and want of appetite are due to a natural peculiarity or to your method of feeding, we cannot be sure; probably to a natural sensitiveness somewhat aggravated. But the sensitiveness does exist; so we would suggest the following: Give milk diluted with strained barley water, or oatmeal gruel if she be constipated. At first let the milk and barley water be in equal proportions; slightly salt and slightly sweeten the mixture. Presently she may have chicken broth, mutton broth or beef broth.

Let her chew bread crusts as recommended in the answer to another question in this number. She will take more milk after she is weaned. In fact, we are at a loss to know why she has been fed at all, if the supply of breast milk is as good as you think. Do not give her eggs at present. Few children under eighteen months do well on them, we think.

Condensed Replies to Various Letters.

Oakland, Cal.—The contents of a package (whatever they were) mailed at your office were lost on the way, the wrapper only reaching the New York Post Office.

G., Lincoln, Neb.—Not necessarily. Watch the condition of the child. Sometimes the child is not quite up to its usual condition during the presence of the period, but regains it directly afterward. If, on the whole, the child makes satisfactory progress, suckling may be continued. But constant attention should be given to gain in weight, strength and general nutrition and development.

CURRENT TOPICS.

Good Work by the Chicago Health Department.

THE Health Department of Chicago has declared war on the milk-dealers' practice of feeding cows on the refuse of distilleries within the city limits. It is estimated that at the time an order to that effect was issued there were one thousand "slop-fed" cows in Chicago. Some dealers owned as many as seventy-six of them, in violation, too, of an ordinance forbidding the ownership of more than three cows by one dealer. These poor beasts are penned up in dirty sheds without exercise or fresh air, and most of their food is the "slop" referred to. Thousands of families are served with the milk given by these cows. The lack of an inspection law has made this state of things possible, but an indignant public outcry has at last aroused the authorities to action. The dealers have been notified that unless they comply with the law, prosecution will follow. Ordinances, by the way, cover the case of cows fed on distillery refuse, but no attempt seems to have been made before to enforce them. It is now proposed that the Boston Inspection Law be adopted in Chicago. It is one of the best in the country, providing for the appointment of a chief inspector and assistants, receiving stations, and the proper labeling of milk-cans. Heavy penalties for adulteration are also provided. That the most stringent measures are necessary in Chicago is shown by the results of a recent tour of observation. In one shed, scarcely 15 feet square, ten cows were found on a floor reeking with filth, and in another of larger dimensions seventy cows were ranged side by side in front of a long trough, and so close together that it seemed impossible for any of them to lie down. The atmosphere of the place was nauseating. Refuse from a vinegar "factory" formed the main nourishment at this "dairy." The Chicago *Tribune* calls for a rigid enforcement of the law in future. "The infant mortality in this city is very large," it says. "How much of it is due to the poisonous germs swallowed in this alleged milk it is hard to determine, but it must play no small part in this colossal crime of infanticide. The Health Department must go for the milkmen. If it does not, the people must go for the Health Department. If it fails to do its duty, it is *particeps criminis* with the vendors of diseased and bogus milk. It is time to stop the sale of it and protect the children."—*New York Evening Post.*

Girl Children in China.

AS soon as a child is born, the first question which presents itself is its initiation into the human family. The *patria potestas* reigns supreme; it is for the father to say whether the little lifebud shall grow up to become a citizen or citizeness of the Middle Kingdom. In accordance with the family law which is supreme in China, both for the Emperor and for his meanest subject, until the child has been "lifted up" by the father it has theoretically no existence. It follows, therefore, that infanticide, or the failure to provide for offspring, receives the tacit approval of the law. As male children are a means of support in old age, they are useful, and rarely if ever destroyed. Daughters, however, are a responsibility and an expense, and are frequently exposed. Obviously, they are not over-welcome in the Chinese home. Mothers of the poorer class exhibit considerable anxiety as to the matter, and frequently consult the neighboring joss-house, which, of course, has a panacea for all woes. The Taouist priest throws up the "sticks" in order to ascertain whether the tree which represents the woman in the underworld bears white or red flowers. If white, then something must be done "to change the earth," for, as surely as the sun rises, to her no male children shall be born.

But what is to be done? The remedy is certainly a curious one. It is an illustration of the familar homœopathic principle that like cures like. In such a case the girl child of another family must be adopted in order to ward off the long line of females which threat-

ens the welfare of the house. This process is known as "grafting." Thus it turns out that a girl not wanted in her own home is at least permitted to live in another. But even then there is a surplus, and the mandarins are at their wits' ends to stem the fearful tide of infanticide. A number of benevolent Chinese merchants have devised a plan which is certainly charming, considered both from the point of view of ingenuity and charitable intent. The little girls are brought up in asylums, which are practically female universities. Although deserted by their families, the authorities take great pains to obtain their pedigrees, which are hung up over their cots and are, of course, invaluable for future use. As they grow older, these children are carefully trained and elaborately educated. Arriving at a marriageable age, they have an enormous advantage over the average Chinese woman, who never receives any education whatever unless belonging to the wealthy or official class. Indeed, paradoxical as it may seem, very few Chinese can even read or write, and therefore the little foundling carries to her husband the one great boon which is the ideal, however remote, of every Chinese heart—an education.—*Henry B. McDowell, in Harper's Magazine.*

Original Compositions.

As a general thing the girl or boy of tender years dislikes writing compositions, and the subjects furnished in many large schools are far from alluring. What, for instance, could very youthful minds make of "Education"? A small girl who conscientiously applied herself to the task finally produced the valuable idea that "Education is a very good thing, and one which every child should be taught."

"Whale ships," wrote a boy, who had a more congenial subject, "are large, and have an hold in which a lubber is stored." If a landlubber, this is scarcely to be wondered at; but the composition-maker was evidently writing of blubber under a wrong name. Another youth said that "Julius Cæsar invented Great Britain, 55 B.C.," while an equally accomplished historian explained that "Ethelred the Unready was called that because he was never ready for the Danes. He used to entice them away from England by brideing them, but they use to come again and demand a larger bride."

William Rufus would certainly deny, if he had the power, that "he was gorged to death by a stag in the forest his father had made to hunt the deer"; and Joan of Arc would hardly have liked to hear that "she was the daughter of a rustic French peasant which lived in the forest." "Prince William was drowned in a but of Malmsey wine; he never laughed again"—a result which no reasonable person would find fault with.

A boy whose subject was plum-pudding, and who was evidently not acquainted with it before it appeared on the table, undertook to describe how it was made, and after mentioning a variety of queer ingredients, he added: "When they have put all these in, they make it into a batter, and then mix it up; and when they have finished battering it they put it on the fire for about an hour and a half to get it done enough, so that it will be better to eat, and softer to chew."

A thoughtful little personage declares that "a stonemason's work is injurious because when he is chipping he breathes in all the little chips, and they are taken into the lungs." We are also informed that "there are five ways of cooking potatoes, and we should die if we eat our food roar." A practical girl advises, "When roasting a piece of meat, put it in front of a brisk fire so as to congratulate it."

Another thinks "we should not eat so much bone-making food as flesh-making and warmth-giving foods, for if we did we should have too many bones, and that would make us look funny."—*Harper's Young People.*

Absence of Real Children in Literature.

THE wise mentors (in conventional literature) virtually tell you that Child Literature wants no real children in it, that the real child's example of defective grammar and lack of elegant deportment would furnish to its little patrician patrons suggestions very hurtful indeed to their higher morals, tendencies and ambitions. Then, although the

general public couldn't for the life of it see why or how, and might even be reminded that it was just such a rowdying child itself, and that its father—the Father of his Country—was just such a child, that Abraham Lincoln was just such a lovable, lawless child, all—all this argument would avail not in the least, since the elegantly minded purveyors of Child Literature cannot possibly tolerate the presence of any but the refined children—the very proper children—the studiously thoughtful, poetic children; and these must be kept safe from the contaminating touch of our rough-and-tumble little fellows in "hodden gray," with frowzly heads, begrimed but laughing faces, and such awful, awful vulgarities of naturalness, and crimes of simplicity, and brazen faith and trust, and love of life and everybody in it. All other real people are getting into literature; and without some real children along will they not soon be getting lonesome, too?—*James Whitcomb Riley, in the Forum.*

Hasty Judgments.

IT is well to suspend judgment in many cases until we have had time to review circumstances and trace motives. Especially where children are concerned should we be very careful not to confuse their sense of right and wrong by acting with injustice, scolding or censuring them for mistakes due to their inexperience, and perhaps inflicting punishment when none was deserved. A little child once ran nearly a mile from her own home to that of a friend, carrying an umbrella to her mother, whom she supposed to be there. Great gusts of wind arose, and streams of rain fell and drenched the little one before she arrived at her destination, wet, breathless, and quite unable to explain why she had come when met by curious eyes and amazed questions. The mother had seen the impending storm and gone home, and the result of the whole proceeding was—for this true story took place in sterner days than ours—that the child was shut up for many hours of the next day to think over the fault of equivocation.

A mother whose temper is impulsive should never trust her first hasty judgment in the management of her little ones.

In the larger affairs of the neighborhood and of society the prudent person refuses to judge hastily. He gives the benefit of the doubt wherever and whenever and to whomsoever he can. People have a right to ask that before they are weighed in the balances and found wanting, their cases shall be looked at from all sides and from the most favorable point of view. It is not well to assume that blushes and down-dropped eyes always indicate guilt. Innocence, falsely accused, is often ashamed to look its accuser in the face. Judge not, that ye be not judged, was said by the purest lips that ever spoke on earth.

The man or woman whose habit it is to indulge in snap judgments of any kind is necessarily narrow and undeveloped.—*Harper's Bazar.*

At Meal Time.

THE breakfast being the first meal of the day, and of the family reunion, it should be the happiest. The good morning should be given in a cheerful manner. Endeavor at this time to be interesting, and converse on subjects that are pleasing to others. Eat, and be thankful for the porridge that is set before you.

Among the usages of good society, the dinner is the one form of entertainment where punctuality should be strictly recognized. To be late is a grievous error. To arrive too early is in many instances embarrassing. Five minutes before the time appointed is a rigid necessity. An invited guest should observe these rules, and his so doing is a good index to his social standing.

Of the domestic table a few hints might be given. Have the meat done according to the rule best suited to the family. The vegetables well prepared and well cooked. The salad dressed to the taste of those who are to enjoy it. The bread and butter of the best. The dessert of a fruit, if in season, served in a style tasteful and inviting. To this dinner a friend can be asked without formality, without work and without worry.—*Good Housekeeping.*

THE

Mother's Nursery Guide.

BABYHOOD

VOL. IX. FEBRUARY, 1893. No. 99.

BABY'S FIRST MONTH.

BY MARIA M. VINTON, A.M., M.D., NEW YORK CITY.

IT has seemed to me that some of the babies whom I have known from their birth were made into little tyrants, who gave their mothers no peace by day or night, or were started on the down-hill road physically, during the first two or three weeks of life—the reign of the monthly nurse. These first weeks are a very important time to the baby. They determine whether he is going to assimilate his food well and gain in flesh and strength, or will remain a puny child, and perhaps die after a few weeks or months. The monthly nurse has full sway in the house during her time of service, and woe be to the child if she is not a wise and well-trained woman. The young mother attends with care and reverence to the mandates of the nurse, whom she believes, wisely or unwisely, to be a model of knowledge and experience, and from whom she expects to learn how to care for the child. Too often, in after years, she continues to depend entirely on this functionary of the first month, and does not inform herself at all about the things needful for her baby's health, or have any ideas of her own about its care. A gentleman of wealth came to me last winter to secure a nurse for his wife, who had lately been confined for the fourth time. He made particular inquiries whether the nurse recommended thoroughly understood the feeding of a young baby. He said that his wife had always before had the same nurse, and had given her children entirely into her hands, as she herself "knew nothing about feeding them." This nurse was now going away to care for her own sick mother, leaving the lady with a baby less than two weeks old. That this nurse had been an unwise one was proved to my mind by the fact that the baby had cried ever since he was born.

Should we follow such a course in any of the other important things of life? Should we build a house in such a way, finding a supposedly competent architect and then letting him go ahead without submitting any plans for our approval, or leaving any room for the exercise of our taste, blindly saying, "You know how to build a house. I am too indolent to care how you do it"? The majority of young mothers who have been my patients have been perfectly able, after the first day, to watch over the care of their children. Indeed, I have been most fortunate in cases of this kind, both with mothers and children, and it seems to me best that the mother should always supervise the nurse. I have thought that it might be a help to some of the young mothers who read the NURSERY GUIDE if I should write down a few of the hints about Baby's first month that I am accustomed to give to my patients.

Regularity in Routine Should Begin at Once.

In the first place, let us not make the mistake of thinking that the baby is ever too young to form habits, good or bad. Inside of the first two weeks every baby learns either that he will be fed regularly, and then allowed to lie in his little crib and go to sleep naturally, or that he will get something every time he cries, and be held and tended until he goes to sleep. Every baby loves to be made much of. If his nurse is unwise, he learns to cry

for coddling and holding whenever he is awake, and to give his mother no rest or quiet except with him in her arms. In other words, he soon learns who is master. If the mother is not very ill, the monthly nurse spends much of her time holding the baby, and, when she leaves, the mother finds that she must follow the same plan, or the infant raises such a howl that she takes him up for the sake of peace. A well-regulated baby needs only to be kept clean and warm, to be fed regularly and allowed to sleep between his feedings—in other words, to vegetate comfortably. The less handling and holding he has, the better. It is simple cruelty to carry him about to be admired, and to shake him up and pat him when he cries to go to sleep. The mother cat never brings her babies out to show them until they are able to walk. She feeds them and then leaves them warmly and comfortably asleep, and goes away to seek her own food. So the mother bird leaves her birdlets in the nest and goes away to get them food. Let us learn from our friends the animals to let Baby lie in his crib and sleep after nursing.

The First Bath.

To begin at the beginning, after the baby is born and the physician is sure that breathing is properly established, the child needs no immediate care, except to be wrapped up warmly and be left quiet. The corner of a sofa and an old shawl answer just as well as the most elaborate blanket and the nurse's arms. By and by when all is quiet he has his first bath. First anoint him all over with sweet oil or vaseline, to remove the greasy substance which often covers him or lurks in the creases; and then bathe him quickly in water that is quite warm to the hand. It does no harm to put him right into the bath, supporting his little head with one hand. Or he may be bathed on the lap, with care that only a part of his body is wet at one time, and this dried thoroughly and covered before another part is wet, the most important thing being to see that he is not chilled during the bath. It should be given near a warm fire and as rapidly as possible. Remember that he has been accustomed to a temperature much higher than that of our rooms, and that exposure may bring on a bronchitis that is very dangerous to the weak little newcomer. Some reader may ask why I tell about this first bath. How soon may any mother be so placed that she may need just this knowledge to help some sister in trouble? The daily bath is given in the same way except that the vaseline rub is omitted.

Early Feeding.

Now let the baby have a good long sleep and rest. He will take it naturally. He will need no food for twelve or twenty-four hours. Do not let your nurse begin feeding him at once with chamomile tea, or sugar and water, or diluted and sweetened milk, under the delusion that he is hungry or "must be purged at once." Remember that his mother's milk is the only proper food for him, and that Dame Nature knows pretty well when to furnish him with that food. If it should be necessary, on account of unusual delay in the supply of milk, to feed him, cow's milk is the best foundation for an artificial food. It should be diluted with five or six parts of water, because the milk secreted by the breast at first is much less nourishing than cow's milk, growing stronger as the child increases in age and size; and hence the cow's milk must be weakened to suit the baby's stomach. I prefer to use this without adding any sugar, which is apt to ferment in the child's stomach. In a few days at most he will have a supply of mother's milk to depend upon. The matter of artificial foods it is not my purpose to discuss, as this journal has already published many useful articles on that subject. If Baby is fed, and after he begins to nurse, see that he gets a meal not oftener than once in two hours. If he sleeps over his time it will do him no harm, but do not let him take the breast whenever he cries for it. Once in two hours in the day and once in four hours at night is often enough. He may be thirsty and need a little cool water in the meantime, and that may always be given him. If he fills his stomach every half hour or hour its power of digestion will soon fail, for it cannot work all the time.

Quiet Sleeping.

After his meal he should drop off to sleep in his little crib, not in the bed with his mother. After nursing, see that the nipple is carefully washed with warm borax water, that no particles of milk may remain on it and ferment. If the baby's mouth should become sore, have it washed out before nursing, with the same solution.

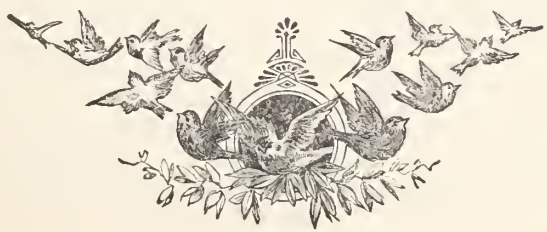
If Baby does not drop off to sleep after his meal, but remains wakeful and fretful, you may be sure that he is uncomfortable. Perhaps he has been allowed to overload his stomach, for a new baby's stomach is a very small affair. Or perhaps he is soiled or wet, and no amount of shaking will quiet him. Be sure that he is always changed at once when this happens, that the soiled parts are bathed, dried and powdered; and you will save him from having a sore, irritable skin, which is a source of great discomfort to babies. If he is not quiet now, see if his breath is sour and his stomach full of gas. A pinch of common baking soda may rectify this. Try laying him on his stomach over your hand or over your knee. This firm, warm pressure often relieves the pain of colic. Never shake him up and down when he cries. It may quiet him for a few seconds, but he will then begin crying all the harder. He may be constipated, and a small enema of soap suds will relieve his discomfort. After all these things are tried, if he continues to be fretful after each nursing, ask your doctor to see him and help you out with the matter.

Every well baby should have his daily bath. Do not bathe him when his stomach is full, but wait until about half an hour before the next feeding, that the bath may not interfere with his digestion. Then dress him freshly, let him nurse and take a nap. Do not overload him with clothing, nor dress him too tightly. Very long skirts for young babies are simply a burden. They should be only long enough to keep his feet warm. He should be always dressed in long-sleeved, high-necked flannels next to the skin, the thickness of the material depending on the weather.

Value of the Mother's Milk.

Be sure not to let your nurse or some well-meaning friend persuade you that you have not milk enough, or are not strong enough, to nurse the baby, and had better "bring him up on the bottle." If you have not all the milk that he requires, your diet may be changed, or added to, so that more will be secreted. If you are not strong, you should be so built up by food and tonics as to be able to give your baby the necessary care. In any case, it is far better to supplement your milk by some suitable infant food, given at every other feeding, or given during the day, while the breast milk is reserved for the evening and night, than to deprive him of his natural food entirely.

How do these things work practically? I know a little girl brought up in this way, who had not any sickness, not even an attack of colic, during her first two years. She allowed her mother to sleep well every night, waking only once to nurse her between 10 P. M. and 6 A.M. Her parents were not unusually vigorous people. Her mother was certainly thirty-five years old at the time of her birth, and she began life as a tiny, puny girl, not at all promising to become the strong, healthy child into which she developed. Her care was simply wisely and regularly managed.



PRIVATE INTERESTS AND PUBLIC DUTY IN GUARDING THE MILK SUPPLY.

BY LEROY M. YALE, M.D., NEW YORK CITY.

THE purity of the milk supply is of such great importance to the public, and especially to that part of it that has the proper nutrition of infants at heart, that we are sure that the readers of THE MOTHER'S NURSERY GUIDE will be interested in whatever touches the subject in any practical way.

It should not be taken for granted that the variation of any specimen of milk from the assumed standard composition of good milk is necessarily evidence of intentional adulteration or contaminations. Aside from fraudulent manipulations of milk, the character of the liquid may suffer from the state of health or the feeding of the cows or from many accidental contaminations or changes which, while preventable, are the result of ignorance or negligence, rather than of dishonesty. Little by little, through the labors of Boards of Health, of Agricultural Departments, and similar sources of information, the public, both that part which produces or purveys and that which consumes, is becoming better acquainted with the dangers which may lurk in milk and with the best means of preventing or overcoming these. Our readers constantly find in our columns matter bearing on these points, but we wish to offer a little more. The immediate occasion of what we have to say is the receipt of two pamphlets—one the report of the Committee on Cow's Milk to the Medical Society of New Jersey, and the other a Bulletin (No. 87) of the Agricultural Experiment Station of the same State, concerning the commercial feeds in use for horses and cattle.

The five requisites in good milk for infant feeding as set forth by the Medical Society's committee are that (1) it should have good keeping qualities, (2) that it should have a uniform quality and percentage of fat, (3) uniformity in the curd, both as regards its quality and digestibility, (4) a constant percentage of combined mineral salts, and (5) that it shall be absolutely free from all disease-producing bacteria or poisonous bacterial products.

Aside from negligence and bad methods of handling, the report believes that the poor keeping quality of much commercial milk depends upon an excess of changeable fatty compounds contained therein, which excess is probably due to the cheap wet foods so largely used in dairies.

It is hardly necessary to dwell upon the desirability of having a uniform composition of milk, at least of that which is to be used for infants' foods, nor of the damages which may arise from bacteria which produce milk changes, or from those of which the milk may be only the carrier. Our readers are already familiar with those topics.

We have, moreover, perhaps said enough in the past regarding the necessity of immediate cooling of the milk, of keeping it cool until it reaches the consumer, and of scrupulous cleanliness in every detail of the handling of it. There remains something to be said regarding the influence of feeding upon the character of the milk.

The chief point of attack on the part of the medical report, as regards improper food, is the use of brewer's grains. These grains are the residue of the malt after it has served its purpose in the making of wort for beer or ale. About three-fourths of its weight is

water. The nutriment is contained in the other fourth. Anyone who has visited a brewery knows that this wet mass is (like everything else about a brewery) clean and sweet when it is taken from the mash-tub, but anyone who has passed a wagon-load of it in the street or a car-load of it on the rail, especially on a hot day, knows that it is then anything but sweet or agreeable. In this dripping and fermenting condition it is sent in great quantities to farmers, even to a considerable distance from the towns where the breweries are situated, and to which it is returned in the shape of its milk product. In the opinion of the medical reporters, such food is distinctly injurious to the health of the cow. "On the milk the effect is a product which is uniformly thin and of poor keeping qualities. The putrefactive change will often occur in this milk before it will sour. It often has an acid reaction, is usually too rich in casein and the lighter fats, and is deficient in lactose and the mineral salts. We are convinced that our uniform failures with this milk in infant feeding are almost wholly due to the unstable character of the fats which it contains. These being easily broken up in the alimentary canal of the child, the acids liberated are free to act as irritants." And various opinions more or less corroboratory of this are quoted.

The report of the Agricultural Experiment Station before alluded to mentions *dried* brewer's grains as a valuable food for feeding milch cows as well as other farm animals, when they are mixed with other articles (hay, meal, etc.), according to the methods of mixed feeding now in vogue. The weak point of the grains would seem to be their deficiency in potash salts and carbohydrates, which have been lost in the making of wort. Probably these defects could be made good by a proper mingling with the grains of other foods rich in these constituents, although we have heard a contrary opinion expressed. This point does not immediately appeal to our readers, but will be alluded to again in a practical relation.

The Medical Society's report declares that to ensure a good milk supply, three things are necessary: First, a proper conception by the dairyman of the importance of absolutely pure milk; second, the enforcement of stringent State laws regulating the production, collection, handling and transportation of milk; and third, the price of milk at the dairy farm must be raised.

The first desideratum is best reached by means of the labors of the Agricultural Departments, Boards of Health, etc., by the wide distribution of simple, practical and explicit publications. As to the second, the report declares that in New Jersey the laws are already adequate, their execution inefficient. Judging from the collection of laws relating to dairy products, appended to the report of the New York State Dairy Commission (that for the year 1890 is the latest we have at hand), there is no lack of explicitness in the laws of this State. Repeated enactments have declared that "milk * * * from animals fed on distilling waste, or any substance in the state of fermentation or putrefaction, or upon any unhealthy food whatever, shall be declared unclean, unhealthy, impure and unwholesome milk." Ensilage is excepted from this provision. But an immense quantity* of wet grains nevertheless goes—somewhere. When law is inadequate or its execution evaded there is but one efficient remedy—a lively state of public opinion. The great amount of nutriment found in brewer's grains, if it be wholesome, should certainly not be wasted, nor should a great vested interest be unwisely or unnecessarily antagonized. We believe on what seems to us sufficient evidence that all this food can be saved and sold at a good profit to the producer or handler by simply drying it before it has had time to ferment or become foul. But be this as it may, it should be borne in mind that there is unanimity of opinion on the part of those competent to judge who have examined the subject as to the unsuitableness of *wet* brewer's grains as a food for milch cows. Every one who has the subject of good milk at heart, who knows of wet grains being in transit, should, if possible, learn where these

* Between 300,000 and 400,000 of tons are made annually in this State.

grains are going. If to a dairy farm, this fact should be reported to the public and to the proper officers, and if there be no legal redress, a boycott against that dairy farm should be established by every householder who has a milk-consuming child. More than thirty years ago, a public outcry practically abolished "swill milk" stables in the vicinity of New York City. The "swill" now "goes farther and fares worse," but probably with at least as deleterious effects as it then had. The search for its place of consumption will be more difficult, but if attention is given to the matter the end can be accomplished.

But this is not the only duty in this regard. We must be willing to pay more for good milk. We must not forget the rights of the dairyman. He does not buy wet grains from a desire to produce poor milk, but from a natural wish to have some profit from his labor and his capital risked. He uses them because they are cheap; the far-reaching results he does not appreciate. The cost of good food for cattle very nearly equals the price the producer gets for his milk. According to the estimate of the Medical Society reporters "the actual cost of the proper food alone to yield a quart of good milk is within a tenth of a cent of what the dairyman usually receives, namely, two cents." It would be the rankest injustice to demand from the farmer a high grade of milk and refuse to pay him a living profit on its cost. Every or nearly every article of food is priced according to quality. Milk has an arbitrary price put upon it, set, we believe, by a milk exchange. But we as consumers ought to know—and readers of THE MOTHER'S NURSERY GUIDE do know—that good milk cannot be low-priced milk. If we demand a low price we must be willing to accept anything that can dodge the milk inspector's vigilance.

This magazine intends never to be an alarmist, yet we may say that no time seems more appropriate to bestir ourselves in the interest of good, clean, safe food for our children than one in which the question of the coming cholera is an active one. Poor food if uninfected will not make cholera, but the chronic disorders of the digestive tract engendered by poor food will, we believe, increase the susceptibility to the special poison of that disease.

FEVER.

BY WILLIAM BUCKINGHAM CANFIELD, M.D., BALTIMORE.

HOW many of us have ever thought how difficult it is to give a clear and comprehensive definition of almost anything, however well known—a definition that fits the object or subject described and which excludes all else? Some such difficulty arises when we attempt to define fever. Many would answer by saying, "Why, fever is—is fever; what else would it be?" Even the dictionary does not always help us through the whole difficulty. There fever is defined as a "more or less continued elevation of temperature of the body." This may be correct, so far as it goes, but there are also other symptoms of fever which belong to the definition and are necessary for its completion. These are, for example, increased rapidity of the pulse and breathing; a general excitement of the nervous system; a weakness and general lassitude of the muscular system; loss of appetite; nausea, and, if it keeps up long enough, a general loss of flesh, and

emaciation. Most of these symptoms, while belonging to fever, may be secondary to the high temperature; at any rate, the latter is by far the most important part to be considered in discussing fever.

To understand what fever is, and what a high temperature is, we should first know what the normal heat of the body is. The temperature of the body in health and disease is generally measured by a thermometer, an instrument in this enlightened age familiar to all. A modified form of the ordinary thermometer is used in the sick room, and it is called the clinical or fever thermometer. The bulbous end of the clinical thermometer is put under the tongue or in the armpit, and kept there for several minutes, and the degree of heat is read off from the scale, or by a little mechanism the column of mercury stays at the point and can be read off at any time; this latter is called a self-registering clinical thermometer. The normal temperature of man in health is put down at about 98⅖ degrees Fahr., but this is subject to variations during the twenty-four hours according to circumstances.

Physiologists who have studied the subject thoroughly tell us that in a human being, on getting up in the morning, the temperature begins to rise, being helped along by the exercise of dressing and of breakfast, and it continues to rise until it reaches its highest point at about ten or eleven o'clock in the morning; then there is a slight fall and again a gentle rise after the next meal, and about four in the afternoon another high point is reached; then there is a gradual fall again until the temperature reaches the lowest point in the whole twenty-four hours at about two in the early morning; and this is repeated the next day. The day's temperature would therefore be marked by a line which begins to rise gently at the beginning, then to fall slightly, then again to rise, and then at last to slope gently to the lowest point. This daily variation of temperature is about the same. Those who sleep in the day and work at night have this "curve of health," as it is called, reversed. Life is at its lowest ebb at the times of lowest temperatures, and it is very likely that, all other things being equal, more deaths occur at or near these low points than at any other time.

Fever has been studied from the earliest times down to the present, and numberless essays, treatises, books and large volumes have been written on it, and yet we have not now a very clear idea as to what it is; we have plenty of theories, but nothing definite. We have, however, come to look upon it in a different light from what we formerly did, and are probably not so much afraid of it as we were years ago. Still the subject is so complex that it seems almost futile to try to set forth in a clear way exactly what fever is and what it means. We have in our bodies a means of producing heat and a means of getting rid of it, and it is by the careful regulation of these sources of heat supply and heat loss that Nature is able to keep the body at the required temperature.

The food we take, together with the exercise and the combustion and assimilation of this food by the body, develops a certain amount of heat, just as does the fuel in the furnace with the proper drafts. This heat in the body might go on increasing indefinitely if there were not a means to get rid of it. This is automatic, and is a delicate regulating mechanism by which the temperature is kept about the same; so that, when too much heat has been produced, the body proceeds to get rid of it, and when too little heat has been made, the centers of heat production are stimulated to make more, and the cooling-off processes are stopped. This goes on within the slight limits noted above until something unexpected puts the delicate piece of machinery out of gear and the heat production is too great, or heat loss too little, and fever is the result, together with all the concomitant symptoms noted above. This fever is a process of increased combustion, and cannot be explained altogether on the theory of increased heat production. Indeed, some have said that the heat production and heat loss are greater in fever than in health. The heat of the body is generated by food and stored in the muscles, internal organs and tissues, and is liberated by a nervous mechan-

ism. This heat is liberated principally by the skin and lungs, and when the skin cannot get rid of it fast enough, as in the dog and some other hairy animals, the lungs have to do more work; hence the dog pants, while man sweats, in the endeavor to keep the temperature at the normal place.

Nature in some ways is sensitive, and is very quick to resent any unusual condition or changes in our bodies which do not normally belong there, and she often shows this dislike by a sudden rise of temperature. This rise of temperature may be due to some unusual poison circulating in the blood, as in a specific disease, or it may be altogether nervous. In the adult this equilibrium of heat supply and heat loss is very easily regulated in health, so that a healthy man may pass from a very hot to a very cold place without apparent change of temperature, and even the change from a very hot to a very cold climate or the reverse seems to make very little difference in the body temperature. In children, however, this balance is very easily upset; it is very unstable, the least little thing throws it out, and a high fever is the result. The young mother has often been frightened by knowing that her infant has a raging fever with no apparent cause. When the fever is high, Nature attempts to cool off the body by hastening the circulation and bringing the hot blood to the surface to be cooled off and taken back to the internal organs; hence the temperature of the skin is often deceiving, for the inner part of the body may be much hotter, it being a little higher than the surface, even in health. It is not possible to lay the hand on the skin and say with accuracy how much fever the patient has, as some physicians pretend to do, even at this day.

All the delicate mechanism of the body is managed from a central office, the brain, very much as the telephone exchange controls all the lines from it. The brain is the central office, and from it go out certain orders, some in reply to stimuli from without, and some from the brain and spinal cord are involuntary. Thus, our hearts beat and we breathe, asleep as well as awake, without any will of our own; and to stop the heart beat or to hold the breath until death took place would be an impossibility. In the same way, but in a much more delicate manner, minute nerves go to all the numerous little blood-vessels, and both these nerves and blood-vessels are so widely distributed over the body that not a needle point can penetrate the skin without wounding a nerve or perforating a minute blood-vessel and drawing blood. These blood-vessels contract or dilate according as they are stimulated by the nerves. This may be seen when a person blushes, in which case the facial blood-vessels suddenly expand and suffuse with blood because the minute nerves receive an impulse from some source, either a thought, suggestion or a visible impulse from without. The blood-vessels all over the body are in some such way under control of the nerves, and when heat production threatens to be too great the little nerves are called on to dilate the blood-vessels and bring the blood, already too hot, to the surface of the body to be cooled off and returned to the internal organs; and in this way the equilibrium is maintained. The heat that is created in the body is kept in by a layer of fatty tissue under the skin, and thus the body does not cool off like an inanimate body from without inwards, but by means of the blood. The dangers of fever have been variously stated. It is undoubtedly true that a continued high temperature not only makes one feel very "good-for-nothing," but the great heat in the body affects the internal organs so that they degenerate, and their normal tissue is replaced by fat, which interferes with the function of the organ and endangers life.

The causes of fever have been divided into nervous fever, unexplained fever, and fever from a poison circulating in the blood. These divisions are not at all satisfactory, and only show that we still have much to study in this difficult subject. Whenever a mother thinks her child has a fever she should not at first be frightened, knowing how easily the heat centers of children are upset; but if the fever continue, then she should send for her family physician, as children are liable to so many diseases, and so many of them begin in the same way, and also because fever has such

a bad effect on the nervous system of the child that it should be stopped as soon as possible. One theory of fever—and theories have their uses—was that it burned out the disease, and, therefore, should not be interfered with. This has few supporters, and would hardly be followed by the practical man. The idea in treating any disease is to remove the cause and put the part at rest, and let Nature complete the work.

The methods of treatment are either to use some means to stop the formation of heat in the body, or to give some drug that will cause a profuse sweating which will at once reduce the temperature by the evaporation of the water on the skin; and a third way is, by the application of cold to the surface, to abstract heat from the body. All these methods are used according to circumstances, and which one should be preferred is not an easy matter for even the skilled physician to decide, so that any mother can see how wrong it would be to set out to treat what even those whose business it is to treat do so often with doubt.

Drugs like quinine are supposed to act by preventing heat formation, and by stopping certain changes in the tissues which help the formation of heat. Drugs like the well-known sweet spirit of niter act more directly on the sweat glands and set up a perspiration which by evaporation tends to reduce the temperature. The application of cold water or ice to the body or to parts of the body takes heat from the body in a mechanical way, and to a marked extent, and is resorted to in severe cases of typhoid fever, and in the form of ice caps in the serious stages of brain trouble in children. Mothers, even with their first child, know that indigestion and constipation, so common in children, cause fevers almost at once.

Knowing the unstability of the heat centers in children, and that so many slight forms of indisposition may set up high fever, and even that a spell of crying will raise the temperature, a fever should not frighten the young mother; at the same time no fever should be ignored, but, when it continues, the family physician should be consulted.

SUPPLEMENTARY SCHOOL WORK IN THE HOME.

BY MRS. W. A. KELLERMAN.

DICKIE is a little city boy, twelve years old. Last fall he said he was sorry vacation was over, because he wanted to do so many things, and now he must lose so much time over his lessons in school. One evening he sat in a dreamy sort of mood, ostensibly studying his grammar lesson. "What does 'pronominal' mean, Dickie?" I said to him, after he had read over the definition of a pronominal adjective. "Oh, it's something that goes before something, ain't it?" was his answer. "Does your grammar teach you to use such a word as *ain't?*" I said. "Oh, I don't know what it teaches; I read it over and over, and after I'm done I don't know what the stuff means. We sit in school, with our books open before us and look at our lessons, and think about snakes and tadpoles and cannons and boats. It's a wonder to me, sometimes, that I don't tell something about a 'tad' or a boat when I'm called on to recite." "Your teacher explains your lesson and tries to make it clear to you, does she not?" I asked. "Well, she asks a question of some one, and we all throw our hands at her in a frantic, excited way, to make her think we know all about it, and

would like to answer, and if the one she called on don't know what to say, she asks some one else, and maybe he can repeat the definition; if he does, he gets a '*ten*,' but he don't know what he's been talking about, and we don't either; but he had learned his lesson like a parrot learns to talk, and could say it off without a break—that's all the good we get out of grammar."

I thought that night about Dickie's estimate of grammar, long hours after he was sleeping in sweet forgetfulness of definitives, distributives, multiplicitives, etc., and said to myself, as I groaned in spirit, How long, O how long will the world insist upon wearying the brains of children by striving to nourish them with abstract subjects? How long will we continue to treat the child mind as if it were "born grown up"? How many generations yet will we follow in the footsteps of Miss Cornelia Blimber, who loaded poor little "Paul Dombey" with more books than he could carry in his two arms, when he was handed over to her care; she was to "bring him on" in his education—"bring him on"?

Nearly everything our children are required to do in school is book work, a committing to memory of hundreds of definitions, of which they have often a very slight understanding, or even no understanding at all, as demonstrated by Dickie's idea of grammar. In geography the work is little better. The children commit their lessons, but what real idea have they gained concerning the countries about which they have studied. Verily, if the schoolhouse were located on the bank of a river, they would not study that river except on the map. They cannot locate the nearest city, unless they think of it on the map; the whole earth is but a series of maps. The cities are dots, the rivers nothing but tangled black lines, the oceans are rather barren portions of the various maps.

Children are not encouraged to *think about their lessons*, but simply to commit them, in order to make a good recitation. Glib recitations are rewarded with high grades, but the lesson of to-day fades away by to-morrow like a shadowy, dimly remembered dream. A general, wholesale cram is therefore necessary to enable them to pass the examinations. This cramming is like bolting unwholesome food, for it leaves the children hungry, in spite of all they consume. Children are naturally hungry for knowledge; they delight in learning about things which they are able to comprehend. How their eyes sparkle if allowed to perform simple experiments in chemistry, philosophy or botany.

I gave my little girl some slips from a verbena plant some time ago, and also a box of moist sand in which to "root" them. I shall never forget how she danced with delight when she found, a few weeks later, that "beautiful little white roots had grown out of them." She learned to take such an interest in growing plants that she came to me crying one day and told me that "Papa was cutting all my plants down." (He was using the scythe, cutting weeds in the back yard.)

Children will observe natural objects with the keenest pleasure. Show them a caterpillar, wearing its cocoon; watch their eager expressions, and say whether or not they are born learners. Let them subsequently witness the resurrection, the emergence of the brilliant, perfectly formed moth; let them see the flimsy, helpless wings expanding, and ever afterward the lesson will remain with them. Nature is such a grand old book, so full of beautiful lessons, that it is a very great pity we are not able to teach more of them to the eager, busy, little ones, and older ones too; but we set them all at grown-up tables, as it were, and wonder that their brains become dyspeptic and that they apparently lose all appetite for food.

The schools, however, are like a vast machine, which the cumulative force of generations has set going; they will require the combined efforts of mothers for generations hence to effect any appreciable change for the better. There is an established curriculum, and our children must go to school and take the doses there administered; whether the system requires more of this, and less of that, does not signify; they must all be served alike.

The teacher has not the time, even if she possess the inclination, to make each subject

a source of continued pleasure to her pupils. She cannot deal with each pupil individually, except in the maintaining of order. She has not only to teach, but to keep order. It is true that the "born teacher," under the most favorable circumstances, should be able to render the school work so interesting that order would necessarily prevail, but we all know that much of the teacher's energy is absorbed in this way. Her interest in teaching is constantly interrupted by the restlessness, inattention, and stupidity (?) of pupils.

There is work right here for us mothers, an imperative, important work. We must supplement the school work by *home work*. We must deal with the individual; we must cultivate a larger, deeper interest in the growth and development of our children's minds. It is not enough that we furnish food and raiment; our work does not end when we provide the daily meals and dainty garments. The best thing we can do to force an entering wedge for the improvement of our schools is to begin at home with our own children. We should take a special interest in their lessons, and help them to a thorough understanding of them. There is scarcely a word in the English language but has an interesting history back of it. We may, with skillful manipulation of the subject, inculcate an interest in grammar not dreamed of by the present mechanical plodder who groans over antecedents and substantives, wails about parsing, and is in utter despair over the diagrams.

And so, too, with geography. We can make an object lesson of the surrounding region of country. We can teach our children to know directions; make cities, towns and rivers more to them than mere dots and tangled lines upon the maps. There is much of interest bound up in the many Indian names; we can learn the meaning of them and impart it to the children.

Our home-teaching should be as informal as possible, as spontaneous as it is in our power to make it. This individual teaching will serve to counteract in a large measure the effects of the general grind which at present obtains so largely. Our boys and girls will develop into earnest men and women if the desire for knowledge is not crushed in early life by the overcrowding in schools. If by judicious, wise care and watchful sympathy on our part we can keep alive this desire, is it not incumbent on us to strive earnestly to that end?

THE MORAL INSTRUCTION OF CHILDREN.

THE object of Dr. Felix Adler's book that bears the above title (just published by D. Appleton & Co.) is to present in outline a regular course of moral lessons for use in public schools. Not daunted by the difficulty of separating morals from religion, the teaching of which must be excluded from the schools, he says:

"It is the business of the moral instructor in the school to deliver to his pupils the subject-matter of morality, but not to deal with the sanctions of it; to give his pupils a clearer understanding of what *is* right and what *is* wrong, but not to enter into the question why the right should be done and the wrong avoided.

* * * * * * *

"The right to reason about these matters cannot be conceded until after the mind has attained a certain maturity."

The book is divided into two main parts: a primary course, intended to guide and instruct the child's mind just opening to moral perception, and a grammar course of lessons on duty. The first course holds up clearly moral examples, with a view to training the

pupil's perception of right and wrong in individual cases; the second aims to advance the scholar to the point of reasoning about moral distinctions, and formulating rules of good conduct.

One of the introductory chapters treats of the moral outfit of children on entering school. Moral habits, and the habit of regularity which leads naturally to morality on account of its suppression of impulse, can be, and should be, formed very early. The normal child of school age, says the author:

"has acquired such habits as that of personal cleanliness, of temperance in eating, of respect for the truth. * * * The property sense begins to be developed. * * * It has gained in an elementary way the notion of rights. * * * Habits are acquired by imitation and repetition. Good examples must be so persistently presented and so often copied that the line of moral conduct may become the line of least resistance. The example of parents and teachers is indeed specially important in this respect, but, after all, it is not sufficient. For the temptations of adults differ in many ways from those of children, and in the lives of older persons occasions are wanting for illustrating the peculiar virtues of childhood. On this account it is necessary to set before the child ideal examples of the virtues of children, and of the particular temptations against which they need to be warned. Of such examples we find a large stock ready to hand in the literature of fairy tales, fables, and stories."

The first moral lessons of the primary course are found, then, in fairy tales, particularly the German *Märchen*, because these give exercise to the imagination, and develop the idealizing faculty, while they have an unfailing interest for children. Much discrimination is needed in the selection of the stories and in the manner of telling them—that they should be told and not read to children is Dr. Adler's first counsel; the second is that the moral should not be allowed to absorb all the interest of the story. "Do not make the story taper toward a single point, —the moral point. You will squeeze all the juice out of it if you try. Treat the moral element as an incident; emphasize it, indeed, but incidentally."

A further piece of advice is to eliminate from the stories whatever is merely superstitious and, of course, whatever is objectionable on moral grounds. "We should speak in the child's hearing," Dr. Adler thinks, "only of those lesser forms of evil with which it is already acquainted, but exclude all those forms of evil which lie beyond its present experience." Stories in which the typical bad step-mother occurs should for this reason be discarded, or might be altered if otherwise too valuable to be spared. "There is no reason why children should be taught to look on step-mothers in general as evilly disposed persons. The same applies to stories in which unnatural fathers are mentioned." Those which teach distrust of strangers, simply because of their unfamiliarity, are also pronounced unsuitable for use.

The principal duties of childhood are: Obedience to parents, love and kindness toward brothers and sisters, regard for the feelings of servants, and kindness toward animals; and, after ruling out those which are morally useless, there still remain many among the *Märchen* which illustrate these duties. A little study on the part of the teacher will point out the most appropriate ones to be told.

Passing on from the fairy tales Dr. Adler recommends as an aid to the next step in moral instruction, Æsop's fables and the collection of Buddhist fables called Jātaka tales, premising, however, that the use of all these fables must be limited by the recollection that they originated under an oriental despotism, and that, consequently, those which deal with the relations between the strong and the weak are unfit for our use. The fables which may be used to advantage are divided into two classes, those which give illustrations of evil to be condemned, and those which show types of virtue. The point of view from which the fables regard conduct is not purely moral. The appeal is to the bare motive of expediency. "Nevertheless, self-interest as a motive should not be underrated, but should be allowed the influence which belongs to it as an auxiliary to the moral motive."

The fables, representing as they do a step in advance of the fairy stories, are not to be handled in the same way. The teacher is advised after relating the fable to have the child himself repeat it; "by means of ques-

tions to elicit a clean-cut expression of the point which the fable illustrates"; and, finally, to have the pupil give other illustrations of the same point.

Stories from the Bible and Homer have the next place in Dr. Adler's scheme for primary teaching. These are chosen in preference to all modern writings for this stage of the child's development because of their interest and vitality, and the clear outlines of their characters which give absolute individuality without multiplication of confusing details. Homer and the biblical writers succeeded in individualizing universal types as no modern can, thinks Dr. Adler, "because they lived at a time when life was much less complex than it is at present, when the conversation, the manners, the thoughts of men were simple. They were enabled to individualize the universal because the most universal, the simplest motives still formed the mainspring in the conduct of individuals. * * * They pictured what they actually saw. The universal and the individual were still blended in that early dawn of human history."

"In making our selection from the rich material before us we need only keep in mind that the moral teaching at any period should relate to the duties of that period."

The Bible stories are taken up first as being morally simpler and relating to the duties of an earlier age than the Homeric stories. Adam and Eve in Paradise teach a lesson on obedience, Cain and Abel, on brotherly kindness; Noah and his sons, on reverence to parents; Abraham and Lot, on harmony, and a long list of others equally valuable are mentioned without exhausting the stock. Liberties are taken with the originals in many cases, to make the stories suitable and useful for children, but the moral kernel is left intact, and the interesting particulars are preserved.

Bravery and presence of mind are lessons which the "Iliad and Odyssey teach on every page," and consequently these stories have their appropriate place in the schedule when the spirit of independence and adventure begins to assert itself. The change of attitude toward parents is marked at this time. With the development of independence comes impatience at merely receiving, and a wish to be of use, to give service in return for benefits received. The Odyssey and the Iliad respond to these newly awakened ideas, and fittingly crown the primary course of moral examples.

We can only briefly notice Dr. Adler's remarks relating to the grammar course.

Analysis and formulation of moral ideas now become necessary; for habit alone, though of immense value, and still to be fostered, is useless when brought face to face with new conditions. Hence the need, in arming the scholar for life's emergencies, to give him, in addition to good instincts and good habits, an understanding of the principles which underlie them.

General rules of conduct are to be arrived at by an inductive process, stating, first, the most obvious principle of veracity, for instance; then changing and modifying the definition of truthfulness until it will fit any and every case that can be supposed. This method is to be employed in studying the various duties. First, to self, as the duty of acquiring knowledge, and the duties which relate to the physical life. Second, to the family—filial and fraternal duties. Third, to all men—justice, in its many applications; gratitude, the special duties owed to servants; also, the proper regard for animals.

The course is not allowed to close without a short chapter on the elements of civic duty, where particular attention is directed to "the animating spirit of political institutions," in distinction from their outward form, especially the ideas "of the supremacy of the law, the true meaning of punishment, and the idea of nationality."

A feeling of discouragement at the unexpected gravity and complexity of the subject would not be unnatural after reading this plan for moral instruction, but such a feeling ought to impel parents and teachers to give the teaching of morals the same study which is required for teaching any other branch of learning rather than lead them to despairing inaction. Certainly the knowledge that careless teaching of morals, even with the best

intentions, may do lasting damage to a child's character must give every conscientious teacher a new sense of his responsibility, and awaken in parents increased anxiety about the character and equipment of their children's teachers.

KINDERGARTEN-AT-HOME STORIES.

Carl's Temptation.

CARL was five years old, and big enough to come to the table with papa and mamma, of which he was very proud. One day, after dinner, Bridget brought in a large watermelon. Carl's blue eyes danced with delight, for it was the first he had seen that summer. Papa cut generous slices for all and Carl chattered merrily as he enjoyed the juicy fruit. When he had finished his piece he asked for more. "No more this time," said mamma; "you have had plenty." A little scowl spread over the sunny face and the red lips pouted. "Who will have those two pieces?" asked he. "Bridget will have one," replied mamma, "and the chickens may have the other."

"I fink," said Carl slowly, "that watermelon is too good for chickens to eat."

Papa laughed. "Oh, no; I do not think so. Perhaps they will lay all the nicer eggs to-morrow for the treat. At any rate," he added quietly, "my little boy can have no more to-day," and he left the table. Mamma brought Carl's hat and, kissing him, said brightly, "Now, run out and play with the pretty cart Uncle James sent you yesterday." Carl ran around playing he was a horse, the breeze blew his brown curls about his face, the scowl was gone and the blue eyes sparkled again. Soon Bridget came out with a dish of scraps for the chickens and threw them on the ground. Out rolled the piece of watermelon Carl had so wished for. He saw it and stopped his play at once. When Bridget had closed the door he took a stick and ran to the chickens, frightening them away, then caught up the piece of melon and went behind the raspberry bushes.

"I'll leave it here till to-morrow," said he. "Mamma said I couldn't have any more to-day." He looked at it longingly; pretty soon he said, "I fink I'll take just one little taste," and in went the chubby fingers and out came a tempting piece, which Carl popped into his mouth. It tasted so good!

"I fink I'll take just one more," whispered he, looking around; he did so, then jumped up and ran off. After going a few steps he looked back; the sun was shining brightly on the melon, making it look, Carl thought, prettier than ever. He hesitated a moment, then went slowly to it, and, sitting down, ate one piece after another until all was gone, and scraped out, oh! so near the green part mamma always warned him against! Carl looked about, frightened. "I didn't mean to eat it all," said he, and then ran off to play; but somehow he could not feel so happy as before.

He tried playing with his cart again, but a little voice kept saying, "You are a naughty boy." He went into the house and tried not to hear the voice as he played first with his tin trumpet, then with his blocks, but it was of no use; everywhere he went he heard, "You are a naughty boy; you are a naughty boy." He began to feel a little pain in his stomach, which grew bigger and bigger, until he threw himself upon the bed in his own room, and lay there feeling very miserable.

After a while the supper bell rang and mamma came to find him. He lay still, too much ashamed to answer as she looked here and there, calling his name; soon she came to the bed. "Why, Carl, what is the matter; are you sick, dear?" and a gentle hand was laid on the flushed face. "I guess not, but I fink I don't want any supper; I fink I'll go to sleep."

Mamma looked troubled as she sat down beside him; suddenly her face grew very grave as she asked, "Carl, did you eat the piece of melon Bridget threw out to the chickens?" It was a faint little "Yes, mamma," that came from the depths of the pillow. Mamma undressed the little boy while Bridget went for the doctor. Carl was very sick that night and when morning came he was pale and weak. After dinner mamma put him in an easy chair and sat down beside him. Bridget brought him some strips of nicely toasted bread and a cup of cambric tea. When he had finished eating mamma said, "Tell me how you came to eat the watermelon yesterday, dear."

"I didn't mean to disobey you at first, really I didn't," answered Carl. "I fought I'd hide it and ask you if I could eat it to-day and then it came into my mind to take just one little taste and I did, and then it seemed as if I must take one more, and then it was so hard to stop I just kept on till it was all gone, and you weren't there, mamma, to 'emind me not to eat too near the green part, and so, and so—I got sick," and Carl lay back against the pillows, pale and tired.

Mamma kissed him and said gently, "It is always so, dear; when we are tempted to do what is not right, if we think we will do just a very little wrong and then stop we find it hard not to do more and more wrong. The next time my little boy wants to do what he knows mamma would not like, I hope he will remember this lesson and run away from the temptation."

"Yes, mamma, I'll run right to you and tell you all about it, you are so good!" and Carl threw his arms around mamma's neck and kissed her. AMY C. BYRD.

Traps.

A PLAIN brown spider looked very innocent as she quietly moved about her beautiful silver house. No one would have believed she could have evil thoughts, much less have guessed the cruel way she got her dinners. Her voice was very musical as she began to talk with a trim little fly who had stopped close by, to brush the dust from his feet. The fly was quite charmed with her manners and pleased with so much attention, and he felt still more flattered when she praised his lace wings and said they were much nicer than those of his cousin, the dragon-fly. Who should know better than she, who had spun silk and made lace all her life?

He soon forgot all the caution he had received at home, and when Mistress Spider said, "Would you like to try my swing? It is great fun. See how fast I can go. Hop in, good friend! You are very welcome," he said, "Not to-day. If you please, I will just look on and see if swinging is as safe and pleasant as flying." The spider called him a silly thing to be afraid, and the swing went faster and faster, higher and higher, till the weak little fly grew dizzy with watching, and a great longing seized him to try it just once. There could be no harm in a swing now and then. In a flutter of pleasant expectation he stepped into the swing only to find, too late, that the silver house was a place of death and the rocking swing a silken trap. He saw with grief the fate of those who had been as weak as himself, but the knowledge came too late.

Dear young friends who hear this story, many silken traps are spread for your feet. Beware of the first disobedience, the first falsehood, the first bad habit. L. A. D.

Annie's New Shoes.

JOHN and Nellie Egbert were coming home from school one bright spring day, when they met Annie Miller. The child was poorly dressed and looked as if she had been crying. Nellie Egbert was a kind-hearted little girl and felt sorry for Annie the minute she saw her troubled face. So she stopped and, putting her warm little mittened hand around Annie's cold one, she said: "Why, Annie Miller, what's the matter that makes you cry?" "I can't come to school any more," sobbed Annie, "'cause my shoes are so full of holes, and my papa is sick and can't earn money to buy me new ones." "I have ten cents," said little John, "and I will give you that to buy some new ones." "Ten cents would never pay for a pair of shoes," replied

Nellie, "but I know what we can do; to-day is Friday, and to-morrow will be vacation; we'll go home and think and think till we find a way to earn enough money to buy them." Annie's face brightened at the prospect of the new shoes, and soon they all ran home to their dinners.

John, Nellie and Annie lived in the country, where the fields of grass are dotted with daisies and buttercups, and birds live and sing in the trees. The house where John and Nellie lived was a large white one, with flowers growing on each side of a broad walk which led to the front and side doors. Behind the house, across the garden, was a beautiful grove of maple trees, and a few pine, spruce, walnut and chestnut ones too. After dinner John and Nellie went out in the grove to play, for their papa had put a nice swing of stout rope up in one of the trees for their use.

"I know spring is here, because the pussy-willows are wearing their gray hoods and the buds are all coming out on the branches," said Nellie, as she swung back and forth. "I know that spring is here," said John, "because Jack Frost has gone to live north and taken all the ice and snow away, and the robins and bluebirds have flown back here from the southland." Then he gave the swing a hard push that sent Nellie up among the low-growing branches. "Oh, John," called Nellie, "help me stop the swing! The trees are telling me just how we can earn the money to buy Annie Miller the shoes." As soon as they could stop the swing, out jumped Nellie. Then there was a great deal of talking and planning between the children, and at last Nellie said, "Let's see how many of the trees can help us."

First they went up to a tall straight one, and John said, "Can you give us some sap that will make maple sugar? We want some to sell and take the money to buy our little friend some new shoes." But the tree replied, "Oh, I am a pine tree. I grow to make boards to build houses of; but I have no maple sap." Then the children asked a great spruce if it could help them. "I am sorry I can't," said this one, "but I am growing as fast as I can so that next year I can make a pretty Christmas tree for some little kindergarten children I know, but I have no sweet sap." Then a tall chestnut tree near by spoke: "I have no sugar sap, but I am working to grow nuts for the squirrels and children to eat next fall." "Come over this way, come over this way," called a chorus of trees. "We will help you to make some maple sugar, for we are all sugar maples, and we've not given away any sap for a long time. There are just ten of us, as many as there are fingers on your two hands, and we will be glad to help buy the shoes."

The children whispered something about their big brother Tom, and then ran to the house. All the way home the robins seemed to call "Shoes! shoes!" to them, the sunshine seemed brighter than ever before, and the fresh spring air more delightful. They found Tom out by the great barn where the cows and horses lived, and told him all about poor Annie, and how the maple trees would give the sap to make the sugar if he would help them. Tom said he "would enjoy helping them," and then stooped and kissed each dear little face, he was so glad to see how thoughtful they had been for Annie.

Then they all went to the little room, where the tools were kept. Here Tom found a bunch of metal spouts, a big auger and a hammer. On the way to the grove Tom stopped and asked a man, who was working in the garden, to bring them ten pails to let the sap fall into when it dropped from the trees. Before the man came with the pails Tom was busy among the maple trees. First he took the auger and bored until he made a deep hole in the tree, in which he put one of the spouts, and hammered it in tight. All at once the children saw the clear sap begin to run from the spout. It looked like water, but when Nellie tested it she found it was sweet. So Tom went from tree to tree and made a hole and hammered in a spout, until he reached all the ten trees that had promised to help. Soon the man brought the pails and put them under the spouts, to catch the drops of sap as they fell. There was an old stove in a back room of their

house, and Tom said that the next morning he would build a fire there, and put a big kettle on filled with sap, and let it boil and boil till the water would all go away in the hot steam, leaving the sweet part of the sap in the kettle, which would be maple sugar.

All the afternoon Nellie and John watched the pails, and when they were full of sap Tom carried them to the house. Saturday morning the fire was built and the sap began to boil. For hours the great kettle steamed and bubbled and sang, till just at night Tom said, "Well, now we will sugar off." Then he took the great kettle from the stove, and, putting a broad wooden spoon into it, he stirred the thick syrup at the bottom for a long time. All at once the syrup looked like damp brown sugar, and then Tom poured it into pans to cake. "I'll go and ask mamma to come and see our nice brown sugar," said little John, and he soon returned with his mother. As soon as she looked at the little scalloped cakes in a row, she said, "What delicious-looking maple sugar; I would like to buy it," and laid on the table two shining silver dollars. "Thank you, dear mamma," said Nellie and John, looking up with bright glad eyes into her face. "Will that be enough to buy the shoes?" asked little John. "Yes," said Mrs. Egbert, "and now I'll get my hat and coat and go with you to get them."

That night Annie Miller went to bed a very happy little girl, for side by side near her stood a pair of new shoes; and John and Nellie were happy too. All that night Nellie dreamed of a beautiful fairy, with butterfly wings, that flew round and round, holding in her dainty hands a tiny pair of silver shoes. Just before she went back to fairy-land she came and kissed Nellie, and whispered something in her ear, and this is what she said: "The happiest days are those spent in helping others." SOPHIA L. BIXBY.

THE MOTHERS' PARLIAMENT.

Ruth's Way. —It was in the early spring days. Iowa air was blue and smoky from burning corn-stalks. Men were in the great fields raking and gathering the stalks in heaps, ready for applying the brand. Grandpa, of Plymouth Creek farm, had gone out and, taking his stand on the rise above the meadow, stood surveying the work going on. As he looked, he noticed seven-year-old Ruth and five-year-old Ned emerge from the grove; scurrying along before the strong, searching spring wind, they were, evidently, like Mrs. Gilpin, "on pleasure bent."

At first, something of an anxious look overspread Grandpa's face, as they made their way to the nearest bonfire; but, as they stopped a respectful distance from the smouldering heap, he concluded they had received and were obeying maternal cautions about approaching too near. Once, however, he saw Ned make a swoop toward the embers, but immediately after he again took up his fascinated watch beside Ruth in the edge of the meadow stubble.

A little later, after a short stop at another "fire place," as the children called them, they espied Grandpa, and turned their course in his direction. He was lovingly watching the little wind-blown figures when suddenly—could he believe his eyes? Must he reconstruct his whole opinion of his chubby, black-eyed little favorite, Ruth? She had sprung with the energy and fierceness of a young tigress at her brother. Seizing him by the coat collar, round and round she shook him, now he down on one knee, then up again, struggling frantically, but not loosened from her relentless clutch until she had literally torn the coat from his back—stamping even that under her feet with undiminished fury. Then she collapsed; plumping down in the

clover, her face in her hands, a bowed-down fluttering little heap. And there she sat, apparently deaf, dumb, blind, until Ned made a movement toward his coat. At that she was up again, and appeared to finish the matter with a gesture as she started toward Grandpa. Ned followed in his coatless condition. Grandpa described their faces as they breathlessly came up—Ruth's, red, tear-stained; Ned's, still somewhat blanched, but in a sort of rueful comical twist, he evidently being half inclined to laugh.

"Well?" said Grandpa.

"Oh," sobbed Ruth, "Neddie found an ear of corn in one of the fire places down there and put it in his pocket!"

"I thought I put the fire all out of it first. But next I knew, Tootie screamed, '*Neddie, you're afire!*' and just jerked the coat right off of me. I guess it's most burnt up by this time. She wouldn't let me touch it again."

"But I stamped the fire out of it," quivered the sister, wiping her weeping eyes.

A little later, when they had gone back to the coat, and Grandpa, in lifting it up, found that the pocket, the lining, as well as one corner and cuff, had been well eaten into by the fire, and then thought of the children alone in an open field and in a high wind—well, he looked more thoughtful than he or other grandpas usually look, and as they wended their way to the house the children alone did all the reviewing of the late excitement.

This is a true story. Furthermore, although Ruth had been brought up by a careful mother she had never received any instructions about dealing with fire. She had seen fire stamped out of rugs, etc., which knowledge she applied to the coat. But in dealing with the real danger of this case her method was her own; and to leave seven-year-olds generally to construct their own methods for meeting emergencies is, as we all know, running a great risk.

That evening, when talking over the averted catastrophe, Grandpa explained to the little folks how Ruth had selected the one best thing to be done; and in adding other cautions on similar topics, he told them of the time he and his sister Cynthia were playing by the orchard spring and he fell in. His sister, catching him by one foot, held it with huge effort as high as she could, which not only prevented him from righting himself, as he probably could have done, the spring being shallow, but kept his head completely under water. Luckily she shouted to the apple pickers near at hand that brother was drowning, which, under her management of the case, was truly so. And if help had not been near, *her* original method would have ended as fatally as Ruth's did happily.—*Mother Eve.*

Studies of Child Life.

—I am endeavoring to gather together and focus under appropriate headings all the best work that has been done in the field of Infant Psychology. I have looked over all the back numbers of the NURSERY GUIDE for material, and have found some which has been of service.

It occurs to me that perhaps some readers are now making observations on their infant children, from whom I might obtain material for my book. If so they would confer a great favor by sending me their addresses.—*F. Tracy, Fellow in Psychology, Clark University, Worcester, Mass.*

An Experience With the Unfortunate.

—To see the darkest side of any subject is always an encouragement for those who, from want of means of comparison, imagine that they have only cause for discouragement, and who therefore make little or no effort to overcome their difficulties. I am convinced that there are many cases of children of weak, or partially weak, intellect, for whom almost nothing is being done by the members of their own family, simply because no one has given sufficient attention to them to discover what progress may be made by proper management. Possibly a few points of my experience as a teacher will be useful to some who have cases to deal with far less discouraging than those with which I have had to do.

I apprehend that there are many parents to whom the task of helping a child thus

handicapped appears too great to attempt. When the opportunity for engaging in this work first came to me, one friend said, "I would rather scrub and dig for a living"; another, "What ever possessed you to take up such a business?" and another, after staring at me, "I would rather stand over the washtub all my life." But, after four years of experience, I can say that I like my work, and would not exchange it for either of the above-mentioned modes of gaining a livelihood.

The qualifications for this work are unlimited patience and perseverance. With these for a basis success is possible and altogether probable, provided, of course, the pupil is not a hopeless case from physiological reasons. I believe there are fewer of that class than we conclude at first sight, and I would not be willing to give up any child until the actual trial of improvement had been thoroughly made. I am inspired to this belief by Dr. Seguin's book, in which he expresses such faith in the development of the human mind.

It is objected that feeble-minded people are repulsive in appearance, and harrowing to the feeling of those who come in contact with them. Of the four pupils who have been under my charge, only one was repulsive in looks and condition. But it was wonderful how the expression of her face changed in less than a year, and how her memory developed. In that time she learned to read small words, and to recite several pieces of poetry. She was debarred from writing and sewing, as her entire right side was paralyzed.

Another had a memory of events for years before; she was often applied to in minor questions as to food, dress, etc., on those occasions, and her accuracy always raised a laugh. She was skillful with the needle, but learning to write was doubly laborious to her, for she was too old to begin—over twenty. I did not succeed with her as well as with the little ones. She was also too large for me to *manipulate*, and I could not assist her on that account.

Another learned to read well, to print fairly well, and to sew very well, but could not learn to count. They all required much training in speech.

My fourth scholar is the most attractive of all. She is very pretty, but, though nine years of age, had never said a word except "mamma," which meant nothing to her, for it was only uttered as the distressed cry of humanity. No one would imagine her silence to look at her. Her bright face and strange manners were complete anomalies. She paid no attention except to food and music, and when her hand came in contact with anything it flew open; she had no grasp. She kept up an incessant, unpleasant grunt, with open mouth from which the water drooled. Physicians frankly owned she was a great mystery.

I was first attracted by her pretty face and made a solemn vow to leave no stone unturned in attempting to open up her mind. For nearly three days I did little but *hold her hands* (to keep them out of her mouth), and sing to her. She evidently liked it, for on going to bed she felt for my hands and put her own in them. In order to make her grasp something I took two small hoops and clasped her fingers around them, swinging to the time of my song. By degrees she finally held on alone, on discovering that every time she let go the music ceased. I tried for hours to make her look at bright pictures and her playthings, but with no success; music was the only avenue to her mind. For two weeks I worked incessantly without the least recognition from her. But one night as I rose from the piano stool, she leaned over it, looked up at me and smiled. I shall never forget the satisfaction it gave me. From that time she advanced. I laid out a regular routine each day and made everything bend to that. At her noon nap I always sang, "Once there was a little kitty, whiter than snow," etc. Three weeks later, one night at supper I turned to her and said, "Once there was a little ——" then stopped. I had no idea that the child would talk for a long time, but she looked up and said, "kitty." We were all surprised and gratified. This was the first word she had ever spoken. She now

says two more words and makes many attempts at others. And though it has taken three months to get her thus far, I am by no means discouraged, for I am sure there is a mind beneath all this unknown hindrance which will one day be cleared if her health continues.

There are doubtless those who prefer the accomplishment of "standing over the washtub" to my occupation, but for me the satisfaction of knowing that I am instrumental in bringing a human mind even a short distance out of the mysterious darkness which enshrouds it is preferable. And let no one despair of seemingly desperate cases.—*B., New York City.*

Make the Nursery Beautiful.

—I think mothers do not fully realize the effect of beauty on a child's nature. He imbibes it as naturally as the air he breathes; and as fresh air and sunlight are necessary to his physical growth, so beautiful forms and colors around him minister to the æsthetic and ideal element in his mind.

My little boy has a playmate of whom he is very fond, especially of having him come to our house, but he is loth to spend an afternoon with him. "Why don't you want to go to Ned's house?" I have asked. "Oh, it isn't *nice* there, mamma." "Why, it's a *very* nice home. I should think you would be delighted to go." "No, it isn't nice, it's horrid there." This was a surprise to me, for little Ned lives in one of the most beautiful houses in the village. Set on a hill, it commands a magnificent view of forest, hillside and lake, while extensive grounds, with driveway and fountains, surround the house. Ned's papa is one of the prominent men of the town, his mamma a favorite in society, and his little brother and sister are praised for their pretty looks and ways. There is a baby in the family, too. What more could be desired, or what more ideal spot to visit?

Some time after our conversation, my boy changed his mind and decided to go to play with Ned, and when the time for home came and he did not come, I set out to meet him. I was obliged to go all the way, and arriving at the house found Ned's mamma away. But nurse said: "Come right up stairs and see what a fine time they are having." So I was ushered into the nursery, a large square room in the L of the house directly over the kitchen. As soon as I entered, I saw at once what my boy meant by "not nice." Such a cheerless, gloomy room, the windows facing the stable on one side, and a row of fir trees on the other, dark paper of an ugly pattern on the walls, the only picture a huge landscape in oil in massive frame, and furnished scantily, evidently with things the family had no use for—the kind of articles that were replaced by better ones as riches grew, and relegated to the nursery instead of a lumber room. There were a hard green rep sofa, stiff haircloth chairs, a large, black, ugly coal stove, and an odor of the family dinner, combined with the baby's, and strewn over the floor a multitude of toys (the last fact excusable, however). It was certainly a cheerless and repellant nest for children, to say the least.

As I came home and entered our own cosy nursery my heart glowed with the contrast. Though we are in moderate circumstances, our room was an attempt towards the ideal. It was small but sunny, with a bow window commanding a pretty view. We have a bright rug on the floor, an open stove for coldest days, my desk, work table and machine, a little desk and wicker rocker for my boy, low shelves for his playthings, high ones for my work, a low wicker lounge, plain cartridge paper with bright frieze on the walls, and a few fine engravings hang *low* on them—a Madonna, the Sistine Cherubs, a cattle piece by Rosa Bonheur, Pharaoh's horses. The selection of a few such would be an easy and inexpensive task for any one.

When so much is said in these days of adorning our school-room walls with copies of fine paintings, that the scholars shall daily have a knowledge and sentiment for what is best in art, why should not mothers take up the good work, and even on our babies' minds impress the truly beautiful? My own little girl of eleven months likes nothing better than to be taken in my arms and stand

before a picture, pointing to the boat on the water, or wanting to kiss the infant Jesus in the Sistine Madonna. I am sure she is already more appreciative and observing than if there was but figured wall paper to gaze upon. What a rest, too, for the mother's tired eyes, absorbed for the most part in cutting, mending and practical details of life!

Yes, let us be careful not to lavish our finest and best things for guests; keep them with us in our daily living rooms for the companionship of our children. It will surely tell on their manners and minds in after life. —*P. C. H.*

Household Assistance.

—Here are a few more words on that much-discussed nurse question. New words too, at least in this part of the country, that are likely to shock good form in New England. Not to elevate the servant, but the position, is the suggestion. Here is an actual experience.

Three years ago Mrs. Liver needed a nurse girl. She was not strong, and was looking for some one to care for her Gracelie during her coming confinement. She tried "Ida" and "Daisy," and found the one deceitful, the other dirty, and probably worse. She declared she could not have her boys in such company. They lost more in manners and language—and morals—than she could ever make up. Well, she declared she would not endure it. Just then the cook gave warning, and she was driven to the next step.

Mrs. Liver had a brother who preached in a distant town. When he came to the city occasionally, he found a welcome to their prophets' chamber. He was fond of asking brother Liver's advice on various questions. Once it was, what could he do with his niece, a nice Christian girl of two-and-twenty? She had been living with them for some time, but they did not need her help, and could not afford to pay her what she ought to earn. She had not enough education to teach, could not bear the confinement of sewing, and yet he did not want her to go out as a servant. She had been sick, too, with the grippe, and had not been very well since.

Mr. and Mrs. Liver had salted down the question for further use, and now in her extremity Mrs. L. turned it over and over. She never did believe in this "member-of-the-family" service. She had tried it, and even allowed a certain servant to eat with the family; but when "Lady Alice," as she was privately called, came to the table with her kitchen apron, soiled hands, no collar, mussed hair, and even curl papers, ate with her knife, and had no use for a napkin, she revolted. Remembering this, she hesitated to take this superior female, especially as she was not well, and her fare must be paid to town and back again if she did not fit. Then, too, there was danger of hurting the uncle's feelings.

But she was driven to it. She sent for Julia Starr, at $8 a month, and hoped for the best. Mrs. L. sized her up for a few days, and delivered herself in this wise: "Your position in society is that of a servant. Never make it necessary for me or anyone else to snub you. Your work, like all work, is honorable. You have a right to the respect of everyone. Never lose your self-respect by thinking of your work as degrading. You will sit at the table with us, because I want to be relieved of the care of the children. You are to attend to their wants, table manners, etc."

Julia showed herself to be amiable, refined, patient, quiet and helpful. It was spring time, and she and the little boys were out of doors most of the day. She grew stronger. She went with the Livers to church; finally brought her letter, and joined the Society of Christian Endeavor. She was given church work here and there, and recognized as an equal by many good people in the church. The questions that came up were appalling. Should she be introduced as Julia or Miss Starr, and to whom? Should she be allowed to do work in the church, pay part of the expenses and benevolence, and not be received socially? These questions came to mistress and maid, and called for many a thoughtful hour. There was really no such position in society. One lady said, "You can hardly expect to intro-

duce her socially, Mrs. Liver," and Mrs. L. on the spur of the moment replied, "In the church we are all equal. Further than that she does not aspire."

Gradually the questions settled themselves. Mrs. Liver took her East one summer, and the trip helped Julia much. Finally, at the end of the second year, Mrs. L. announced to Julia, "You are not a servant. You are like a sister to me—a member of my family." What distinctions had remained were now dropped. Julia took her place as housekeeper in Mrs. L.'s absence. When there was no cook, she took the burden in the kitchen. She now knows no other home. Sometimes the love of society and the burden of outside matters is too great to run well with the home duties. Then, but it is only occasionally, there comes a plain talk of matters as they are and as they should be; but "a word to the wise is sufficient." Her wages have been raised or lowered according to circumstances. Once, in recommending this kind of help to a friend, Mrs. L. was answered, "Such a thing would not be tolerated in H." She replied, "My position in C. is such that anything I do is thought proper. But if not, it is easier for Mrs. Grundy to tolerate my doings than for me to tolerate having my children in the care of a maid of entirely different manners, language, ideas and morals."

There are thousands of nice American girls who are obliged to support themselves without qualifications for teaching, sewing or anything but home life. These drift to clerking or stenography till those ranks are full. Is it not as respectable, refining and pure a life to be in a home, a sharer of its burdens and comforts, as to be in contact from morning till night with all sorts of people in close stores or offices? Is the latter more independent? Such a girl has less time for herself, and many times a cold, cheerless room, boarding-house fare, freedom (?) to go and come alone.

I *know* Julia's position is preferable. The question is, will mothers make such positions both for their own and the girl's good? It is a mutual gain.

Now, ladies, let us give this a fair trial. When you need a nurse, look about for some country cousin, some minister's daughter, some girl brought up clean and pure and refined. Tell her you will take her as a sister or friend at so much a month, she to share your cares and responsibilities as far as she can, and have a home and society within certain bounds. Make the position as you want it. Define its duties, privileges, bounds and recompense; then find some one to fill it. And remember that the more sensibly pleasant you make it, the higher the grade of person who will fill it. You will say "Utopia," but it can be done. Mrs. Liver has the ideal country cousin, working for her board and taking music and night school work. She and Julia accomplish the work without a servant. A washerwoman, once a week, is all that is necessary. And Mrs. Liver is so content with this way that her only worry about the matter is expressed when she says of Julia, "Yes! she'll marry. They all do!"—*L. E. L., St. Paul, Minn.*

NOTES ON THE DEVELOPMENT OF A CHILD'S LANGUAGE.

BY MARGARET ANDREWS ALLEN.

THE record from which I take these notes on the formation of a child's language was kept by my husband and myself for a period of fifteen years.

I have often heard it said, "I should be glad to keep a journal of my children's sayings and doings if I could only find the time"; and in answer to this I thought it might be useful to give some account of the method we took for keeping our journal, in the midst

of a busy life. Sometimes it was five minutes taken at bed time, or while dinner was being put on the table, or just as Baby's nap was ending and we were expecting every moment to be summoned. The main requisite is to have materials ready, book and pencil ever accessible; and with those always handy it is astonishing how much can be accomplished. Sometimes, in cases of longer leisure, a whole day might be recorded, a birthday or Christmas perhaps, or a journey with all its new and wonderful impressions on the mind of a child, or some detailed account of progress in development. Often the record has been made while the object of it sat in the lap of one or the other, unconscious that he was the cause of those funny little marks which papa or mamma was making.

In this way we filled four good-sized blank books with such a record as our memory utterly failed to carry, for, in the words of a wise man, "The worst pencil is better than the best memory."

Aside from the private and personal record suited only for the eyes of one's own family which such a journal of necessity contains, as a study of child life it is of great value. We have always felt more than repaid for any extra labor our journal has been to us. It grows more and more valuable as the years take the children, not only further away from their childhood, but out from under the family roof.

Mary Hewitt wrote in 1844, in the autobiography of her childhood—"My Own Story"—"It has often been a subject of regret that so little is known of the workings of a child's mind," and I am sure every intelligent mother would echo her sentiments and long to understand the little being whose life is so closely linked with her own. In no better way can parents lead to such an understanding than by a careful and accurate record of a child's daily life. As a help, therefore, in one department of child study, I have made the following selections from our records.

Though talking much to his own satisfaction in the early months of his life the baby's sounds, though well understood, hardly could be said to take the form of words till about the tenth month; so at that point our record begins:

10*th Month.*—Used "ur-ur" for yes.

11*th Month.*—Beginning of month used "papa" and "mamma;" began to point to pictures saying "dat-dat." Later in month combined words "ant-dat," for want that, at the same time signifying desire by motions. Said often two words that sounded like "Oh dear," an exclamation he had heard from the other children.

12*th Month.*—Added "bur-bur" to his vocabulary, warning his doll of danger by fire, as he had been warned before.

13*th Month.*—Used "ar-ple" for apple. "Ca-ca" for Carrie, and something very like it for cat. "Tank" for thank, "bur" for bird, "bu" for boot, and "How-de-do."

14*th Month.*—Changed to calling "bu" for book—having developed a great fancy for books and pictures.

16*th Month.*—We summed up Baby's vocabulary, in addition to the words given above:

Gubn	—good.
Ni	—nice.
Bow-wow	—dog.
Ca	—cat and Carrie.
Cac	—something to eat; changed later to "cra-cre."
Ine	—water, and Alice, who brought it to him.
Ine-cup	—any vessel containing water.
Bar	—bath,
Ake	—lake.
Du-bu	—I do, or yes.
Kaky	—Katy.
Har-pin	—hair pins.
Ca-dess	—Carrie's dress.
Nine	—no.
Hurrah	—flag.
Fower	—flower.
Ding-a-ling	—bell.
P'p'	—pin.

17*th Month.*—Combines many of his words; as, "Mamma-dess," "ding-a-ling-Dodge"—a boy named Dodge ringing a bell, and many similar combinations.

18*th Month.*—Knows the last words of

many of Mother Goose melodies as, "moon O," "place O," "bare, bare, bare"; putting them in at the right time, enthusiastically.

19th Month.—Combines still more. Says "Aunt Enny," "Aunt Jany," "mo-done," for most done, "marry me," "mart boy," having unfortunately heard some one call him smart boy. On my leaving him in Newburyport, to go to Boston, for a day, as he heard train after train come in, he said every time, "Mamma-tain-cars-Bos-bun-mark-done."

20th Month.—Began to go round before each meal to the various people saying, "D'papa, come hupper," "D'mamma, come hupper," etc.

21st Month.—Sings little songs, both English and German, calls to the milkman, "Mik man, mik cow crump horn, toss dog, kiss maid all florn." Also calls through the fence, "Moo-cow, moo-cow, how-de-do-cow."

22d Month.—Is still more devoted to singing. Sings "Sunset Tree," "Lightly Row," "Dear, dear, dear papa." Several more German songs, "Here's a Health to King Charles," and others.

23d Month.—On seeing a long, narrow shell pin on a young lady, dressed to personate Dickens' character of Miss Spenlow, Baby said: "Miss Spenlow got 'ittle knife for clean Baby's nails, Baby not touch, 'cause Miss Spenlow be all sorry."

24th Month.—He now sings in Latin, English and German, with remarkable accuracy in words and tune. He also makes songs for himself, as one morning when he first woke he began, "Now Baby make song," and then sang the following original lines:

> "When walking out to-day,
> Saw new chicken out at play,
> For Baby take, for Baby take."

One night, on seeing my shadow on the ceiling, as I was putting him to bed, he said: "'Dat mamma's shadow boy. Baby cannot reach him, 'cause so high. Can Baby in mamma's arms? Can mamma reach him?" He has a great habit lately of saying, "Do b'l'eve so, really do b'l'eve so." He always calls bows of ribbon "rainbows." He is much interested in the different dresses he sees, and says, "Mamma got spots on her [dress] like boy in 'treet." He also gave us the astonishing information "Baby married, like boy in 'treet."

Every morning, on waking, he lets us know it by saying: "Now Baby do b'l'eve it morning, time get into mamma's crib. Papa get up, 'trike burn to make Baby warm."

Having traced the baby's language from the earliest intelligible sound to the formation of a sentence, we here leave him, not that he becomes less interesting, but that our purpose in recording the formation of language by a child is fulfilled.

A PLEA FOR CITY CHILDREN.

BY RESURGAM.

THERE is one subject connected with the rearing of children that has been a source of pain and anxiety to me for years. I mean the freedom permitted to children in running the streets of cities and large towns. In this short sketch I must premise that I have nothing to say to the very rich or to the very poor. The wealthy rarely sin against their children in this respect. With a large staff of servants and governesses, ample grounds within their own homes, and means in plenty to provide toys, gymnasiums, gardens, and every other delight that the heart of childhood can desire, home is liable to be

far more attractive to the young people of the family than the barren, empty streets. If not, there is every means and inducement for the parents to be firm in enforcing obedience in this matter. For the very poor, alas! there is no alternative. As a gifted writer has lately pointed out, they *must* live on the streets or die. Fetid as may be the atmosphere in some of the filthy courts of our back slums, it is pure compared to the air in the single, low-ceiled room, where perhaps six or more people sleep and eat and live, and which is of necessity breathed over and over again. On the streets, therefore, these children must live, and though they do not escape the hideous evils of street life, because they are forced into it, yet it is not for such as these that I write. "Necessity knows no law."

It is the great middle-class element of our cities to whom I appeal. The dwellers in flats and cottages, owned or rented, who have means enough, and who could easily make leisure enough to bring up their children properly; yet who, through indolence, ignorance or self-indulgence, commit the sin against their offspring of which I speak.

I should be afraid to estimate how many times it has happened that a mother has come to me with a wailing story of the depravity of one or more of her little ones. "I went out to look for Elise this morning, and saw her—actually *saw* her—hanging on to the back of a wagon with five or six boys; and a buggy just tearing at full speed out of a side street almost on top of them. I expected to see her killed before my eyes. I gave her a good spanking and sent her to bed for the rest of the day. I'll teach her to hang on to wagons"—with a vicious look at the child if present, or raised voice that shall penetrate the poor little ears in their imprisonment.

Or—"Mollie came in to supper last night looking like a tramp. Her clothes were wet and muddy up to her waist, and everything on her was torn. Tommy was in the same condition. They never came home from school till nearly seven o'clock. I don't mind their staying out, so long as they are home to supper and don't spoil their clothes. I'd rather have them out than in. But they must needs go and play on that vacant lot next to Jones's, that has half a foot of water on it from the rains of last week. They will get a good whipping."

Or—"Oh! Eva is of no use to me. She is more hindrance than help in the house. Twelve years old? I know she is, but I never see her except at meal times. As soon as breakfast is over she is out on the street, till it is time to dress for school. At noon she swallows down her lunch in five minutes, and is off to school again before she has finished the last mouthful. After school I never know where she is till supper-time, even if she condescends to come in to supper at all, which is by no means always. If I do keep her in and set her to do something, she does it so badly, and sulks and worries so to be let out, that she is far more trouble than help, and I generally have to do all her work over again after her. Oh, no! Eva is no use in the house."

These are no imaginary statements. They are verbatim reports. If I ask in reply, as I generally do, "Why don't you keep your children at home? You have a good yard—why not make them play there and bring in their little friends where you can see them?" the usual answer is a stare of astonishment and—"Keep them at home? Why I couldn't. They would not stay in the yard half an hour unless they were tied." The uselessness of argument in these cases I have found too often, so the conversation usually ends here.

The trouble is that mothers of this class actually educate their children to live on the street almost before they can walk. "I like my children to have plenty of fresh air," they say with a wise look, forgetting or ignoring the fact that the air in the back yard is just as "fresh" as that on the street. "I like to save myself trouble and get the children out of the way" would be a more honest remark.

A few weeks ago, I was walking on a leading thoroughfare in a metropolitan city, where cable cars and other traffic are perpetually in motion up and down the street. As we passed a large corner store with residence flats above, we noticed a tiny stolid child, about two years old, carefully dressed in a clean,

starched pinafore, and seated on a step at the side entrance of the building. Evidently it had been placed there by some older person, who had then temporarily left it to its fate. I looked at the little creature with some interest, but my companion, whose own children live on the streets, merely remarked, "Look at that child's pinafore." It resembled a set she had had recently made for her own much older children. As she spoke, the little thing rose, and ran with tottering steps away from us and into the road, just as a cable car swung around the corner at a high rate of speed. I started forward with a cry, but could not possibly have reached the child in time. Fortunately, a young man passing the spot saw the danger, and darted across the road, catching up the child as he passed, and almost grazing the grip with his right shoulder.

A small crowd gathered as he recrossed the street with the child he had saved, but no one claimed the little one. At last, the storekeeper came out, and pointed upwards with his thumb, across his shoulder. "Guess it is Mrs. Jenkins's kid, on the first flat," he remarked. A messenger was sent for the mother, who appeared flying. She was a young woman, and almost went into hysterics as she clasped the child in her arms. "I just brought her down for some fresh air. I never thought she would run into the street," was her excuse. "Better take more care of her in future, Mum," was all the remark the young man made, as he handed the child to its mother. Apparently, the latter had no idea that she was in any way to blame, for she kept repeating over the assertion, "I never thought she'd run on the tracks."

I could give dozens of such instances, all occurring within my own personal experience, and some whose ending was far more tragic than the one related above, which would be only examples of the thousands of catastrophes that occur in a great city every year to children left unguarded upon the streets. A few months ago a number of small boys were poisoned by eating samples of sugar-coated "nerve pills" that the agent of a patent medicine house was leaving at the doors. The pills were intended to be taken, probably, one at a time; and there were perhaps half a dozen in each box. But the boys collected a dozen boxes, or more, apiece, and ate all the contents at once. One of them, seven years old, acknowledged to having eaten eighty pills. There was talk of prosecuting the agent who had distributed the samples, but nothing was ever done, and I thought that the mothers of the boys were those who should have been prosecuted.

No one can imagine the dangers to which a young child is exposed who is out on the streets of the city with no experienced person to look after him. Runaway horses, rabid or vicious dogs, wicked or insane men or women may attack or kidnap or otherwise injure them. I remember a case, once celebrated, where a child on the street was fed on poisoned candies by a strange woman whom he had never seen before in his brief life. The woman, however, had her motives, which appeared at the trial, and she was duly hanged. In the daily papers of this week in which I write, appears a case where a little girl of ten, playing on the street, was burned to death by the insane act of a boy throwing kerosene over her arm, then setting a match to her clothing. The boy was arrested, and it was stated that he had been reading dime novels and sensational illustrated papers. He was probably crazy; but if the little girl had not been on the street she could not have been selected as his victim.

Of course, these are isolated cases, but tragedies in infinite variety occur often enough to children on city streets to make them all too common. Besides such catastrophes as have been mentioned, the child is exposed to constant dangers from his own ignorance or foolhardiness. In playing indiscriminately with every child he meets, he may be exposed to the contagion of various ailments that he might never take at all if guarded with proper care. There are mothers so reckless that they will say with regard to such diseases, "Oh, they must have them sometime, the sooner the better"; but the mothers who read THE MOTHER'S

NURSERY GUIDE will indulge in no such false and wicked sophistries.

What, then, is the remedy for the deplorable state of things we see around us every day? It is easier to see and expose the evil than to lay down a specific remedy. So different are the circumstances of each family that every mother must regulate or remedy the evil as her conscience suggests and her condition of life, income, etc., permits. I will, however, make a few suggestions, drawn from my own experience and the methods of the few mothers of my acquaintance who are resolute in fulfilling their obligations to their children.

It is the duty of parents to govern, the duty of children to obey. It is also the duty for parents to teach their children obedience, and the lessons cannot begin too early. When obedience is once fully understood and assented to by the child, the rest is easy. Every family has, or should have, a large yard. In this yard, which is usually in the rear of the house or flats, the children should play on every pleasant day in the year. They should never think of leaving it or the house without the permission of their parents. They should be allowed to invite, at proper intervals, such of their friends among the children of the neighborhood as their parents know to be free from vice, and of good principles, to play with them at home. The boys, if they have any taste for mechanics, should be allowed some corner of the house, basement, or outhouse, for a workshop; and should also be provided with carpenter's tools and material to work on. A good plan, if they have regular pocket-money, is to start them with a few of the most necessary tools, and encourage them to get the rest, one by one, out of their allowance. Every girl over seven years old should have her own little bedroom, wherever that is possible, but if two must share the room, encourage them to take a mutual interest in beautifying it and making it into a little bower. Do not grudge them curtains, ribbons, etc., for ornamentation. Let them feel that they have a little sanctum of their very own, to which they may retire on occasion. Let both boys and girls have each a separate strip or corner of the yard for "gardens," and encourage them to buy seeds and flowers out of their own money. Children can be trained to enjoy such simple pleasures while they are very young, and many have natural tastes for them which need no cultivation. Let them have harmless pets, such as rabbits, birds, guinea-pigs, etc., and see that they give due attention to the wants of their captives. Let neglect be regarded as a grievous fault, since neglect means cruelty. When old enough, let both boys and girls have books, but only such as their parents have supervised and know to be harmless and beneficial. In a word, study the tastes of your children, encourage and provide simple pleasures at home, and make home their Paradise in which are all their joys, favorite pursuits and companions.

Above all, let each have his or her home duties from a very early age. Let them feel they have a share in making and keeping the home they love. Let Georgie chop and bring up all the wood for the day; let Jack, as soon as he is strong enough, bring up all the coal. Let Susie's duty be to wash and put away the dishes after every meal, and Nellie make the beds, sweep and dust. Even Baby —well, the two-year-old can put away papa's slippers and bring them to him when he comes home. And let there be a fixed time for these little duties, which shall never be varied except for some serious cause. It is just as easy to train a child from infancy to regular habits and to so love his home that he will not willingly be away from it, as it is to allow him to look for all his pleasure on the streets. It needs, it is true, at first, constant thoughtfulness, sympathy and work on the part of the parents, especially the mother, to provide and maintain such little pleasures, to oversee the daily tasks, and to teach the children to love them. But a rich reward is reaped at last, in dutiful, obedient children, who love home and parents beyond anything on earth, and who, as they arrive at years of discretion, will find their own home duties and pleasures, and reward their parents for their early efforts by developing into a pure and beautiful maturity.

NURSERY PROBLEMS.

Perspiring Head; Food at Nineteen Months.

To the Editor of THE MOTHER'S NURSERY GUIDE:

"I would like some advice in regard to my third baby. Both of my first ones, until they got to he quite good-sized babies, in fact, a year or more old, were troubled with their heads perspiring profusely as soon as they dropped asleep. The amount of covering did not seem to make any difference. Some have told me that it was a sign of rickets, but they have seemed to be unusually strong, cutting their first teeth at five and seven months, and walking at one year. I have been able to nurse them each time, so that they have not had any artificial food.

(1) Is there anything I can do for the expected one, either before or after birth?

(2) What is the best diet for my nineteen-months' baby, who does not seem to have a very strong stomach, but craves potato and meats? She has twelve teeth, and is now strong and active. P. S.

Homer, N. Y.

Such a sweating is very often, perhaps usually, a sign of rickets, but we have often seen it in children who presented no other recognizable sign of the disease. In such cases we have thought it might perhaps be due to a large amount of food, natural or artificial, which was more than usually watery, but which, after all, by reason of its quantity made good its lack of solids. However this may be, we are unwilling to make a diagnosis of rickets on one symptom alone unless that one relates to the bones themselves. The fact that you have recognized the possibility of rickets is an advantage to your children. There are certain things which you can do, both before and after delivery, which are preventive of rickets, and these things all are practical ones, namely, the keeping of your own nutrition during pregnancy and lactation at the best point attainable; and, after weaning, giving the best food as to digestibility and nutritiousness which you can obtain. During pregnancy take a generous diet. You need not stuff yourself or fatigue your digestion, but eat well of a mixed diet. Animal food is desirable, but toward the end of pregnacy, as exertion becomes more difficult, this may often better be taken in the form of milk and eggs than of meat. This varies with individuals however. So during suckling, it is well to take food freely, including animal foods, to produce milk of good quality as well as in abundance.

(2) The diet of a child of that age, and for a good while yet, must be mainly milk with preparations of the cereals. But she may have a little meat, and she may have a good deal of broths made from meat. In giving meat to such a child who is pretty certain not to have learned how to chew well, shred it up very finely, by scraping for instance, either before or after cooking, and then encourage slow eating by feeding it yourself in small mouthfuls. Many children of nineteen months are fed potato and some of them digest it. It should be given in one way only. The potato should be roasted and as mealy as is possible. It should not be mashed together, but broken up with a fork, to make it as light as possible, and be salted. It should not be buttered or covered with milk, as these seasonings tend to mat it together in masses of difficult digestibility. Lastly, its effect should be watched, to see if it disorders the stomach or the bowels. The potato is a very useful food for adults, but a doubtful one in infancy.

Cod Liver Oil and Hypophosphites; Bathing a Preventive of Colds.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) My two eldest children (four and a half years and two years and ten months) have been brought up strictly according to the NURSERY GUIDE'S rules, and, as a consequence, are as healthy and sturdy as one could wish. For a long time they have taken regularly (except in summer) two teaspoonfuls, morning and night, of emulsion of cod liver oil with hypophosphites. They are extremely fond of it, and it never disagrees with them. Is there any objection to the continued use of it?

(2) They are washed all over every morning (in a warm room in which no one sleeps) with

Packer's tar soap and cool water, rapidly sponged off standing in water up to their ankles, with water of about 63 degrees, except their neck and chest for which cold water is used. Immediately afterwards they have a hard rubbing with a rough towel. In the evening the neck and chest are again sponged off with cold water and rubbed without putting them in the water, and their hands and faces are washed. They enjoy this very much, are never chilled and have a strong, healthy reaction. I attribute their exemption from colds principally to this treatment, but I would like to know whether my opinion is justified. P.

New Jersey.

(1) Many children are better, as yours apparently have been, for the pretty persistent use, during the cool season, of cod liver oil. In the warm season it is less necessary and it is certainly less acceptable to the stomach. The hypophosphites we also use freely, but under different conditions or for different reasons. We prefer, therefore, usually to have the oil by itself and to add hypophosphites or any other drugs, as we think them called for. We make this explanation because without it we cannot properly answer your question. Cod liver oil we think of only as an easily assimilable fat; in other words, as a food. Therefore, so long as it is well borne by the stomach and excites no intestinal indigestion as evidenced by looseness of bowels, etc., it seems to us unobjectionable. In giving emulsions made for the trade, it is best to choose one made by a house of good repute, in order to be as well assured as possible that the substance used to make the emulsion is of good quality. Regarding the hypophosphites as compared with any other drug, however good and useful, we cannot say that this constant use of them is without objection. It depends upon conditions not so easily expressed as those governing the use of cod liver oil. In the case of your children, they have not been harmed, perhaps are benefited by them, but we cannot give an unqualified approval of their use for any or every case, because we believe that any remedy which is potent enough to do good is also potent enough to do harm if inadvisedly given. There is one other reason why we prefer to give hypophosphites separate from oil; we are thus able to get both remedies in good quality and to vary the proportions to suit the requirements of the case. In mixtures we are obliged to trust to the commercial honesty of competing manufacturers, and the proportion is fixed alike for all cases. We may say, however, that for your specified cases we see no objection to the continued use of the mixture you have given.

(2) We, as you know, approve of the method of bathing you describe, *i. e.*, cool or cold sponging of the body while the feet are kept from chilling by being placed in warmer water. We do think that cold bathing, especially of the chest and throat, diminishes the tendency to take cold. Of course, it is impossible to prove that anything that has not happened did not happen for specified reasons. So it cannot be asserted that your children's immunity from cold was because of the bathing. But we do so believe because of the exemption of persons previously susceptible to colds after trying this plan.

Constipation and Delayed Teething.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby is nine months old—a strong, healthy boy. He has five meals a day of top milk, 8 ounces at each meal, two parts milk and one part water, sweetened with sugar of milk, and a tiny pinch of salt added. He sleeps from 8 P.M. until 6 A.M., without waking. He has no teeth, and there appear to be no immediate prospects of any. He is quite constipated, having very difficult passages. Until lately, however, his bowels have moved regularly without artificial assistance. For three or four days I have used glycerine suppositories; he cries vociferously until it is expelled. Before using them I noticed, nearly every time, what appeared to be a drop of blood with the passage (which came in one large lump).

(1) Is his milk diluted in the proper proportion for a baby of his age?

(2) When can he have whole milk?

(3) How long must I continue to use sugar of milk, or any sweetening? Will ordinary sugar do as soon as his teeth appear, or can I leave out the sweetening altogether?

(4) Has the quality of his food anything to do with delayed dentition or constipation? Shall I do anything to hasten the one or remedy the other?

(5) When can I begin to give him other food, and what shall it be?

Perhaps I should have said that I do not sterilize the milk, having it pure and fresh from our own cows. FAY.

Portland, Oregon.

(1) Many children of nine months can take milk prepared as you give it. With the

symptoms described we should prefer to get rid of the cheesy part to some degree and to increase the amount of fat. Try a mixture of equal parts of cream, milk and water. Skim the cream yourself. He may need even a larger proportion of water.

(2) That will depend upon the digestion; apparently he can with difficulty manage the amount of casein he now gets.

(3) So long as the milk is diluted it should be sweetened. White granulated sugar will do very well in place of sugar of milk.

(4) It probably has something to do with his constipation—we cannot say absolutely, as many suckled babies are constipated. Artificially fed children usually cut their teeth later—by an appreciable interval—than suckled ones. The average time for the appearance of the first tooth is in the seventh month for suckled children, for artificially fed children perhaps a month later. How much behind the average your child will be we do not know; at the time of your writing he was not very badly behind, but as there was no evident sign of the eruption of a tooth he may be considerably so by the time one appears. We have suggested how you may possibly relieve the constipation, and if the food is better digested the dentition may be forwarded.

(5) He should have only liquid food, milk, gruel or broth or meat-juice, until he has chewing teeth (molars); then he may have mushes of cereals, bread and butter, etc.

Styes.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly inform me through your next issue what is the cause of styes on a baby's eyelid, and what the remedy? J.

Cleveland, O.

The causes of styes are in general an impaired condition of health and some local irritation. Thus children who are scrofulous in their peculiarities or who are anæmic ("thin-blooded") are liable to them. They are often associated with a more chronic irritation of the lids, or the irritation may be due to excessive light, to dust, to harsh winds, etc. So, too, but more often in older children, certain defects of sight, especially that form of long sight known as hypermetropia, may be the source of irritation. The preventive remedy is the removal of the impaired state of health or of the local irritation. If a stye actually exists, warm fomentations, warm water or boric acid solution as strong as can be conveniently made are useful to hasten the course, and if matter has formed and there is much discomfort it should be opened.

Variation of Diet.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby, nineteen months old, has been brought up on Mellin's Food, being unable to digest milk in any form without the addition of the Food and of lime-water. Her dietary at present is: 7 A.M., saucer of hominy or rice, with butter and sugar, sometimes supplemented with bread and butter or cracker and butter. 10 A.M., same, followed by 8-ounce bottle of Mellin's Food, milk nearly full strength. This is followed by a two hours' nap. 3 P.M., same as 7 A.M. 6 P.M., same as 11 A.M. Then she goes to bed. Now will you kindly tell me:

(1) Whether this diet is sufficiently varied for health. She cannot be induced to eat mutton or chicken broth.

(2) How am I to re-arrange her meal hours? She does not get hungry now for the 3 o'clock feeding, yet it seems too long for her to go from 11 to 6. It seems necessary for her to eat at eleven, because that is her "sleepy hour" and she goes to sleep with her bottle.

(3) Of late I have noticed a small quantity of slime in her movements (she has one each day). Is this a very serious matter?

She is cutting her last four molars, and we attribute occasional days of fretfulness to the pain in her gums; yet there is a possibility that there is some digestive trouble. C. A. H.

Flatbush, N. Y.

Assuming that you are correct in your belief that she cannot "digest milk in any form without the addition of the food and of lime water," and that the child is seemingly doing well in nutrition, since you say nothing to the contrary, we may say:

(1) We think the diet sufficiently varied for health. It is always desirable to have a child enlarge its dietary from time to time, not so much because variety is really necessary to health, if a simple dietary contains all the requisite nutritional elements, as because it is a pity to let any child become hidebound in its notions of what it will eat. You know, for instance, that a baby upon a good breast alone usually thrives better, grows faster and develops more rapidly than other babies,

and faster than at any other period of life. Variety of diet would at this time of its life be a harm. Later our own notion is that they should vary the dietary with caution and slowly, but ultimately be taught to eat all kinds of wholesome food. We often see children who are taught or allowed to eat all kinds of food except the wholesome. You did not ask our opinion as to whether the dietary you have is a desirable one, and we shall therefore only say that we suppose that the butter is given to make good the more digestible fat which she would have if she took milk. The object of the sugar we do not see, unless it be a bribe. A child who has teeth enough, and probably a sufficiently good digestion to manage so much starch as she gets in the hominy and rice we should suppose would not need additional sugar.

(2) The hours seem to be good enough as they are. We see nothing in what you tell to lead us to suppose that they would be better otherwise.

(3) Not necessarily, but if the symptom continues after the irritation of teething is passed, it would better be looked to.

Tendency to Bronchitis.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Our baby boy is five months old, measures 27½ inches, weighs 24 pounds and has one tooth visible. He has had bronchitis (so my physician says) for two and a half months, hot baths and ipecac having failed to effect a cure. He is troubled only slightly, but, naturally, I wish him to be cured.

(1) What more can I do?

(2) Would my having had the same trouble a few months before his birth render his case more difficult to cure?

(3) Is there any such thing as a "tooth cough"? A NEW SUBSCRIBER.

(1) Being "A New Subscriber," we must say to you that this magazine endeavors to give good, sound hygienic advice and general information regarding medical topics, but it avoids, as far as possible, prescribing for any diseases, and, above all, for any acute illnesses. A child who has bronchitis needs advice from some one nearer than we are. But we may say this, that a very fat baby (24 pounds, if you mean without clothes, is very fat for five months) with a bronchitis ought to be carefully and persistently looked after. We don't mean worried about or fussed over, but managed with the understanding that under the conditions perfect recovery comes slowly and through the aid of all the healthful surroundings—sunlight, good air, warm but not burdensome wrappings, etc., and the best nutrition. We hope that he has the breast. If not, he should be fed very carefully and judiciously (*i. e.*, sufficiently and not overfed) by the advice of a physician and not the irresponsible neighbors.

(2) We think not. Of course if you are a person subject to coughs, catarrhs, etc., your child might inherit a constitutional peculiarity which would make him similarly susceptible, but the mere fact of your having a bronchitis at a given time would not.

(3) This cannot be answered by yes or no. The irritation of teething may in some nervous children induce a cough, just as it may excite any other convulsive action of the muscles (cough is such an action of the respiratory muscles), but "tooth cough" usually is nothing of the sort, but is due to a bronchitis, more or less marked, and which continues simply because the irritation of teething retards the ordinary reparative process, whether the disorder be bronchitis or anything else.

NURSERY LITERATURE.

Recent Books for Home Instruction.

Physiology for Little Folks. By Albert F. Blaisdell, M. D.—We cannot do better in describing this valuable little manual than to quote a portion of the preface: "It aims to present, in a manner interesting and intelligent to the youngest reader, the simplest facts about our bodily life. Its aim is to stimulate little folks to learn a few things about every-day matters of health." The author believes that "the real object of instruc-

tion for the young in physiology is the teaching of how to keep well and strong. Special emphasis has therefore been laid on such points as pertain to the personal care of health." Special reference is made to the evil effects of tobacco and alcoholic drinks. The style is elementary, and the book is embellished by representations of blackboards with brief sentences chalked upon them such as "Keep your teeth clean"; "Do not sit on the damp ground"; "Tight clothing makes the bones grow out of place," etc. There are forty-four lessons, each of two or three pages, and occasional test questions for review. 6¾ x 5 inches, 136 pages. Boards. Lee & Shepard, Boston. 35 cents.

Physiology for Boys and Girls and *Young Folks' Physiology* are two books by the same author as the above-mentioned *Physiology for Little Folks*, the former (containing 250 pages) being an extension of the same plan adapted to older readers, and the other (of 472 pages) a still further elaboration of it suited to the advanced grades of grammar-school pupils. Each is excellent in plan, and its execution is in keeping with that of the primary book. Both contain a chapter of instructions for quick action in emergencies of accident, etc., suggestions for various experiments, and an index. Numerous illustrations, anatomical and physiological, are included in each. Size of each, 7 x 5 inches. Cloth. Lee & Shepard, Boston. Price, 47 and 67 cents, respectively.

Handbook of School Gymnastics of the Swedish System. By Baron Nils Possé.—This is a manual for teachers, and the author is particular to state that it will be useful only to those who are "teachers, not imitators," and who will use the book to supplement their own individuality, which is a necessary basis for success. The manual contains one hundred consecutive tables of exercises, which are written in abbreviations, such as "Wg. ½ Kn. st. T. backw. flex.," "Rest close st. 2 Heel-elev.," etc., and its character is entirely technical and advanced. Illustrations elucidate a few of the positions and movements described. 6 x 4½, 192 pages. Cloth. Lee & Shepard, Boston. 50 cents.

Glimpses at the Plant World. By Fanny D. Bergen.—A volume of familiar talks to children, in twenty-seven short chapters, a few of the titles of which show its general character: "What is a Plant?" "The Plant Which Makes Bread Rise"; "A Garden in the Sea"; "A Word about Toadstools"; "A Moth's Visit"; "Winged Seeds," etc. The explanations are lucid, and there are illustrations on nearly every page. 7 x 5 inches, 156 pages. Cloth. Lee & Shepard, Boston. 50 cents.

The Picturesque Geographical Readers. By Charles F. King.—A series of three books: (1) "At Home and At School," (2) "This Continent of Ours," and (3) "The Land We Live In." They are designed for supplementary reading in schools, or for home use, all three being of about the same grade as to age of the scholar, rather primary in style but not in the information conveyed. Geographical description is given largely in the form of stories and conversations, and illustrations, diagrams and maps abound. The first book treats of geography in general; the second of the Western Hemisphere only, and the third of the United States. This latter is issued in two parts, the first being confined to the Eastern and Middle States, the second (not yet published) to the others. Uniform size, 7¾ x 5¼ inches. Pages: Book 1, 226; 2, 315; 3 (first part), 227. The second and third books have each an index. Cloth. Lee & Shepard, Boston. Prices, respectively, 58, 83 and 64 cents, post-paid.

The Nursery Lesson Book. By Philip G. Hubert, Jr.—A guide for mothers in the home teaching of young children, consisting of fifty brief and easy lessons, each combining simple and progressive instruction in reading, writing, arithmetic, drawing and singing. There are numerous illustrations in outline, which serve both to interest the child and as copy for drawing. The author is known to readers of the NURSERY GUIDE as an occasional contributor to its columns, and this excellent volume of home instructions has been several times commended in this journal. 10½ x 7 inches, 74 pages. Half cloth. G. P. Putnam's Sons. 75 cents.

Parables of Nature and Life. By Louisa Parsons Hopkins.—"Young Folks' Series," No. 9. This consists of twenty-four short "parables" upon numerous topics designed to illustrate Scripture texts. 7 x 5, 39 pages. Paper covers. Lee & Shepard. 15 cents.

Bible Stories. Arranged for reading in all schools. By Mrs. S. B. Perry.—"Young Folks' Series," No. 10. A selection of about fifty stories in unchanged Bible language, suitable for reading to children in day or Sunday school, or in the home. 7 x 5, 120 pages. Paper covers. Lee & Shepard. 15 cents.

THE

Mother's Nursery Guide.

BABYHOOD

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FRESH AIR FOR "WINTER BABIES."

BY L. EMMETT HOLT, M.D.

Professor of Diseases of Children in the New York Polyclinic; Physician to the Babies' Hospital, etc.

A LADY recently said to a friend of mine, in speaking of her infant, "He was a winter baby, so, of course, he could not get out of doors until spring." The person in question was only following out the best advice she had, and therefore ought not to be blamed; and the delusion under which she was laboring is so widespread and is productive of so much injury to infants that it seems worth while to take a little space in the columns of the NURSERY GUIDE for the consideration of this question in all its bearings.

The problem of infant nutrition is a somewhat complicated one, but it can be reduced essentially to two factors, proper feeding and pure air. Both are equally necessary for the best results. While not in any way underestimating the necessity of proper feeding, we intend here to refer only to the other great factor in the problem.

There can be no doubt in the mind of any physician who sees a large number of infants that a child may be very properly and carefully fed and yet not thrive. On the other hand, one sees children constantly who are only tolerably fed, and some even who are badly fed, and who, in spite of this drawback, thrive in a way that seems quite to contradict the teaching of the medical profession in regard to the importance of careful feeding. The apparent success attending many methods of feeding which are wholly bad is very bewildering to mothers and physicians. Such children, however, thrive in spite of the way in which they are fed, and not because of it. In all such instances, one factor is present, almost without exception, viz., the child has a great deal of pure air, and under such circumstances he may be capable of digesting articles of food which in the same child under other conditions would result in attacks of serious illness.

The importance of fresh air and plenty of it, in winter as well as summer, is not realized as it should be by those who have the care and direction of children. Is a baby born in November, December or January on this account to be deprived of the advantages given to other more fortunate children, and is it right to keep such an infant indoors until the next season? Are the dangers of croup or bronchitis as great as they are believed to be? At what age may a young infant be allowed the fresh air with the thermometer at freezing point, or a little below it, and, finally, are there any means of tempering the outside air so that, even in midwinter, with the thermometer at 10 or 20 degrees Fahr., a child may still have the advantages which are required? These are important questions and those which at once arise in the mind of every one.

Regarding the first query, it seems to me entirely unnecessary that any infant who is well should be kept indoors during the first four or five months. An infant born in November, in most regions of the Eastern and Middle States, can get out when it is a month old on pleasant days for half an hour or an hour each day. If the practice is begun before the very cold weather has set in, it may be kept up throughout the winter without any

danger. The child born in December may, when a month old, be allowed to have fresh air in the room, beginning with a half-hour daily, and gradually increasing until two to two and a half hours are reached. This may be done even though the thermometer out of doors is down to ten degrees Fahr., or sometimes lower. It is not cold air ordinarily which disagrees with young infants so much as the dampness which is seen during our January thaws, when the streets are full of slush. Strong winds are also objectionable, as is the dampness which so often precedes a fall of snow. All of these atmospheric conditions are detrimental, and on these days very few infants can be out of doors with advantage; but when the air is dry and crisp, if the children are properly wrapped, they can be out of doors at almost any temperature.

It is the experience of most physicians, I think, that the more children are kept indoors, and the more carefully the windows are kept closed at night, the more certain are children to be the subjects of croup and bronchitis. Nothing is of such great importance in preventing colds as fresh air, regularly and systematically given throughout the winter. The method of coddling infants, so commonly practiced, often unconsciously makes them as sensitive as house plants to the slightest variation in temperature, and the mother of one of these tender specimens often exclaims to her physician, "There, I told you the baby could not bear fresh air; he gets cold every time he is taken out." It is notorious in New York City that the season of colds begins as soon as the furnace fires are lighted for the season, and the children become habituated to a nursery of 72 to 75 degrees Fahr.

The following experiment, which we have recently made in the Babies' Hospital, illustrates in a very striking way the great benefit, in cases of delicate infants, of systematic airing. Our experience here should awaken all mothers to the great importance of this subject, and shows how easy it is for the plan to be carried out, even though the mother cares for her own infant, and has not time to take it out in a perambulator.

A few weeks ago it was determined to give this matter a trial in all the cases of delicate infants who were suffering from chronic indigestion and malnutrition, and who, in spite of all our efforts, had hitherto absolutely refused to grow, although since the hospital was opened our wards had been systematically aired, the best ventilators inserted in our windows, and open fireplaces put in the wards, and we had given the most scrupulous attention to cleanliness and bathing. The plan which has been followed is this:

All children of the class indicated, provided they were over one month old, have been taken every day into the top ward of the hospital wrapped as if for an outing on the street. They have then been put into perambulators and kept in this room with all the windows wide open for a period of from two to four hours every day. In the case of very delicate infants hot-water bags have been placed at their feet. Almost immediately these children would fall asleep and sleep soundly during the whole period of their airing. Infants with pale cheeks and almost colorless lips, who had lain in their cribs for days without any change in expression, came down from their airing with pink cheeks and rosy lips, and with very marked general improvement. The temperature in the room during these last cold days has frequently been down to 35 degrees Fahr., and sometimes to 28 degrees.

A few of the results obtained are indicated in the children whose histories are reported below.

L. A., seventeen months. Malnutrition and anæmia; losing in weight. Daily airing begun December 27th. During the two weeks beginning January 2d, gained 5½ ounces; very marked improvement in appetite, color and general condition.

R. W., twenty months. Chronic indigestion and anæmia. From December 12th to January 2d, gained 4½ ounces. From January 2d to January 9th, having a daily airing, gained 1 pound 10 ounces. Child's general appearance almost transformed.

A. G., two months. On admission December 4th weighed 5 pounds 7 ounces. Child

very tiny; very anæmic and losing in weight; cold plunge-bath daily, to induce expansion of the lungs, which was very imperfect. December 26th, had gained 7½ ounces; digestion very feeble; vomited occasionally. From this time aired daily for two hours. January 9th, gained 9½ ounces; pink cheeks; good color; digestion perfect; appetite increasing; a most marked improvement in every respect.

T. H., one year. Had been in the hospital for pneumonia, convalescent for about three weeks; gaining very slowly, some weeks not at all. Between January 2d and January 9th, aired daily for from two to three hours. Gained 7 ounces; general appearance markedly improved.

In all these cases we had previously done our utmost in the way of treatment and careful feeding, and the improvement noted above occurred with the same food that had been previously employed, no changes having been made in the life of the children except in the matter of fresh air. There is no doubt whatever to my mind that the marked change noted was due to the fresh air and to that alone.

"But did they not all take cold?" some one queries. Not one. Nothing but benefit was seen in any case.

HYSTERIA IN CHILDREN.

BY SARA A. KIME, M. D., FORT DODGE, IOWA.

MEDICAL authorities define hysteria as being a functional disease of the nervous system, characterized by mental or physical disorders, or both; and often accompanied by convulsive paroxysms of varying types and varying degrees of intensity.

By a functional disease is meant one that does not affect the natural structure of organs, but relates solely to their office or action. The ancient view of hysteria was that it occurred only in women, and was caused by derangement of the reproductive organs. The term hysteria indicates this idea of its origin. This view has long been abandoned, and we now know that the disease may not only occur in men, but that young children and infants of both sexes may present the affection in its typical form. In the young it is often passed unrecognized as such by parents, and unfortunately by physicians as well. Some medical authors in writing of the disease include chorea, or St. Vitus dance, epilepsy, catalepsy, etc., under the same head, as in some instances the affections appear so closely allied as to be practically indistinguishable from true hysterical manifestations. It is difficult to give a concise description of hysteria as occuring in childhood, since its symptoms are so variable, and often present such numerous transitions into, and combinations with, symptoms of other nervous disorders which properly belong in another category.

Causes.

The causes of juvenile hysteria may be classified under two heads, viz., predisposing and exciting. Heredity is one of the chief predisposing causes. The transmission of this disease from parent to child is recognized as being tolerably direct. Hysterical mothers are more than likely to have hysterical daughters unless some strong combating element is inherited from the father to offset the predisposition. It may or may not manifest itself until after puberty. The inherited nervous instability may not become distinctly hysterical until the child is brought in contact with some strong exciting cause, as an injury or

fright, when an explosion at once occurs and the true nature of the malady is made evident. Again, hysteria proceeding from any cause may manifest itself as soon as the child is capable of being influenced for good or evil. Children of insane, epileptic, tubercular, alcoholic and choreaic parentage are especially liable to present the hysterical constitution. Sex is a predisposing cause of hysteria, girls being much more liable to the disease than boys, although it is by no means as uncommon in the latter as is usually supposed. Three well-marked cases in boys under ten years of age have recently come under my observation. Frequently the disease in boys passes under some other name, simply because they are boys.

Among some of the exciting causes, which are often predisposing as well, may be mentioned: ill-health from any cause; improper food, air and clothing; bad management at school; improper moral training; sensational reading; injuries, sexual irritation and fright. Children debilitated from long-continued illness, with impure blood and weakened nervous system, may easily be thrown into a state of hysterical excitement, as they have not sufficient physical or mental power to resist the impulse. Too much pampering, over-feeding and indulgence often pave the way for the appearance of this disease. Since impulse and feeling play such an important rôle in the production of hysteria, children who have not been taught self-control and self-restraint often show the greatest variety of hysterical symptoms.

Our public-school system furnishes an important cause of all forms of nervous breakdown in children. Almost from the very first entrance into the school, children are periodically subjected to the strain and nervous excitement incident to an examination. This being made the test of scholarship and advancement into higher grades, the result to the child's mind is of serious import. An unhealthy stimulus being brought to bear upon their tender and rapidly developing systems, without proper discretion as to temperaments and constitutions, many neurotic children who would otherwise do very well readily succumb to the unnatural strain. Headache, sleeplessness, loss of appetite and muscular twitchings are common phenomena with some children during examination time, if they are not actually followed by graver nervous symptoms. Physicians in towns and cities everywhere are familiar with cases of chorea, hysteria and other nervous affections which manifest themselves during or immediately after a school examination. I have known children to be attacked with chorea during examination week, and to suffer for weeks with the disease, and, eventually recovering, to be re-attacked when subjected to the same strain.

Vulgar conversation and improper sights are sometimes exciting causes of hysteria. Parents should protect their children from bad associations and, as far as possible, carefully guard their practices.

A sudden fright caused by some senseless trick played upon a child by its companions has been followed by hysterical and epileptic convulsions, and even by death. Insanity has been induced in the same way. Instances of this kind can be recalled by many persons. Injuries in any part of the body, but more often about the head, not infrequently cause hysteria.

Symptoms.

For descriptive purposes, the symptoms of hysteria may be divided into two special classes: those characterized by either general or local convulsions, with complete or partial loss of consciousness, and those in which the emotional phenomena are the main features.

Under the first head may be included muscular spasm, muscular twitchings, paralysis and tremblings. The symptoms are often complex and elaborate, corresponding to some extent to the amount of intellectual development of the child. Many children practice deception in regard to their symptoms to such an extent that it is difficult to separate the real from the sham. One writer on this subject relates the case of a child eighteen months old who suddenly developed complete paralysis in one arm, the little member hanging helpless at its side. In a

few days the other arm became affected in the same manner. The child was quickly cured by placing within its reach bright balls of woolen yarn toward which it immediately stretched out both arms, and began playing as though nothing had happened.

The onset of a hysterical seizure is occasionally preceded by headache and dizziness, which gradually increase in severity until the child passes into a state of partial or complete unconsciousness. Oftentimes the head is hot, the face flushed, and there is low, muttering delirium. This condition may rapidly subside, the child regaining its natural appearance and usual health. When there is sudden loss of consciousness with muscular twitching, a true epileptic convulsion is always to be thought of. Children are sometimes found at night sitting up in bed, with the face pale and a peculiar fixed stare in the wide-open eyes, apparently wholly unconscious of their surroundings, and no amount of effort can gain their attention. After a time they will lie down and immediately fall asleep. Such attacks may occur during the day while children are at play; and when they are restored they have no recollection of what has passed, and, with the exception of being rather listless and languid, they appear natural.

Spasms of muscles in different regions of the body are often observed, as twitching of the eyelids, nose and facial contortions. The muscles which control the vocal organs may show spasmodic action, or they may be completely or partially paralyzed. In the latter case the efforts at crying are without sound, and speech is impossible. When there are spasms of these muscles, the child may emit peculiar sounds like the bark of a dog or the roar of a wild animal. Occasionally there will be a purring or clicking sound during either inspiration or expiration.

Hysterical children are often lame, and they complain of pain and soreness about the knee or ankle joint. Contractions of certain muscles may take place, and the limb becomes partially flexed. This condition may remain for only a short time, or it may continue for months, when it suddenly disappears, to again manifest itself during some future attack.

Hysterical insanity may occur in very young children. The symptoms are usually those of acute mania, often passing into a state of melancholia with efforts at self-destruction. When hysteria has been induced by an injury, the child frequently complains of pain at the site of injury or in the scar. A child on meeting opposition to its will may be thrown into a state of hysterical crying, screaming and kicking, during which time it may be violent and destructive, tearing its clothing, biting its mother, nurse or self, and attempting to break everything in its reach. Efforts to calm and pacify it only aggravate the fury; but as soon as it observes that its violent manifestations are attracting no attention if speedily recovers. A fit of the "tantrums" is familiar to persons who have had much experience with children. Such attacks may occur in young babies as soon as they begin to develop a will of their own. The violence of the seizure may be such as to bring on an alarming convulsion. The sight of a baby frantically tossing about on the floor or bed, kicking, screaming and throwing its body into all sorts of violent contortions is common. Severe nervous tremblings often ensue as the violence of the attack begins to subside, which may continue for an indefinite time. This symptom is generally alarming to the mother, as it always suggests the possibility of the appearance of a true convulsion. These manifestations are hysterical in nature, and should be so recognized by parents.

Hysteria induced by mimicry usually persents about the same array of symptoms which the child has witnessed in others afflicted with the disease; varied, of course, according to its own peculiar fancies. Epidemics of hysteria, as of chorea or St. Vitus dance, have been observed in schools and children's hospitals. Sensitive and highly impressionable children who witness such seizures may become speedily attacked themselves. The influence of the imagination in the production of nervous diseases is not confined to children. I once knew an old

hospital nurse who, while caring for a patient suffering from general chorea, found one arm jerking when attempting to perform any light task to such an extent that for a time she would be obliged to desist from the undertaking. On being released from the care of this patient, she soon found herself able to laugh at her weakness.

Treatment.

There is no disease which appears in the nursery that requires such judicious management and the exercise of such wise wisdom, if I may so speak, as hysterical affections. I do not refer to drugs, but to moral treatment. The disease is one that in the great majority of cases is susceptible of cure without any administration of drugs whatever. The influence of proper discipline, moral training and good example is many times the only treatment required to stamp out the hysterical vagaries of nervous children. If these can be brought to bear upon them while young the cure is generally permanent, and they grow up useful members of society. These influences withheld, they become erratic, perverse, lacking stability of purpose, and are a source of constant anxiety to parents and friends. It is an unfortunate fact that the natural guardians of these children are frequently the very worst persons who could possibly have them in charge. Possessed of the hysterical temperament themselves, and without efficient methods of government, their influence is at all times bad and operates to hinder a cure that might be easily effected under more advantageous circumstances. It is frequently necessary to remove children entirely from parents and home surroundings and place them in care of a competent person who will wisely encourage self-control in these little weaklings by keeping them interested in things outside instead of inside their bodies. Allowing a child to dwell upon its real or fancied ailments is frequently the only stimulus needed to keep the disease active. The nurse should patiently search for attractions of sufficient interest to hold the mind of the child continually outside of himself. If this can be accomplished, as it nearly always can, it will often bring about a speedy and permanent cure.

But there are certain physical conditions that require medicinal remedies and the enforcement of strict hygienic rules. Hysterical children should be given every possible opportunity for out-door exercise. Infants should be given regular outings in suitable weather, and older children encouraged to take an active part in the usual sports of childhood. Puny, poorly nourished children should receive good wholesome food and plenty of it ; while the robust, plethoric and over-fed child should be carefully guarded against excesses at the table. Tonics are useful for those who require a thorough building up of the system ; and in this connection cod-liver oil, malt and tincture of iron, with Fowler's solution, may be mentioned as proper drugs to aid in improving the nutrition of the body. Sedatives are frequently necessary to control a paroxysm and induce sleep. For this purpose the physician will doubtless prescribe bromide of potassium, chloral, sulfonal, or a mild opiate.

As a direct stimulus to the nerves, massage, baths, gymnastics and electricity, carefully administered, are exceedingly gratifying in their results. In the treatment of hysterical joint affections, these aids are especially serviceable, and should not under ordinary circumstances be dispensed with.

Children who receive too much care and petting would often attain greater nervous stability if given less attention and sympathy. Sensational reading, ghost stories, and everything calculated to stimulate the emotions and imagination, should as far as possible be prohibited. Protect all little children from horrifying sights, as the viewing of corpses, or the contortions of a person during a fit. These things often strongly affect an adult, and the young are profoundly impressed by them. As regards punishment, there is no doubt that in cases of hysteria where deception and mimicry play an important part in the manifestations, well-administered punishment, or merely a threat of it, will suffice to arrest the symptoms. Parents, however, should first consult a physician, lest a grievous mistake be made.

THE CAUSES OF RACHITIS.

BY J. LEWIS SMITH, M. D.

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RACHITIS, or rickets, is probably an ancient disease. It is said that an old statue of Æsop, who was thrown from a precipice by the indignant Delphians 564 years before Christ, exhibited rachitic deformities, and Hippocrates, born 460 years before Christ, is believed to have alluded to it in his "Treatise on the Articulations." Occasional expressions in the works of Celsus and Galen, in the second century of the Christian era, have led writers on rickets to believe that they also had observed the deformities produced by it. But this disease was first investigated in a scientific manner by Whistler, Glisson and their contemporaries in the middle of the seventeenth century. During the last few years, physicians well-known for thoroughness and precision in the investigation of diseases have published the results of their experiments and clinical examinations relating to rachitis, and its causation, pathology and treatment are better understood than formerly.

Rachitis in its various forms is not infrequent. The late Dr. John S. Parry, of Philadelphia, stated that more than one-fourth of all the children between the ages of one month and five years who came under his observation in the Philadelphia Hospital during the three years preceding the publication of his Monograph were rachitic. Dr. Gee, of London, stated that of the patients under the age of two years who came under his observation in the London Hospital one-third were rachitic, and Ritter von Bittershain said that of 1,623 out-door patients under the age of five years brought to the clinique at Prague 504, or about one-third, manifested this disease. Recently Professor Henoch, of the University of Berlin, has published the statement that he has seen many thousand cases of rachitis, and he adds that its spread in the large cities of Northern and Middle Europe has been enormous. According to my observations in New York, rachitis is most frequent and of a severe type in negro and Italian families, but is not infrequent in the families of emigrants from Northern and Middle Europe, as well as in American families, particularly those who live in disregard of dietetic and sanitary requirements. The curator of that large institution, the New York Foundling Asylum, whose inmates are well fed and well cared for in every respect, informs me that post-mortem examinations show the anatomical characters of rachitis in probably one-fifth of the cases. Rachitic deformities, if apparent, are a blight to one's life, and in the female during the child-bearing period they frequently lead to most serious consequences. But, fortunately, this disease is preventable by strict attention to hygienic requirements, and especially to the diet of children. For this reason the following remarks relating to the causation of rickets may be useful to the readers of this journal.

Inheritance.—Some patients with rachitis appear to have inherited a predisposition to it. Feeble digestion and defective assimilation in the infant, which are, as we shall see, important factors in producing the rachitic state, are often traceable to disease or cachexia of one or both parents. Among

the parental causes may be mentioned poverty, hardships, and defective nutrition of either parent, age of the father, and exhausting discharges of the mother. The offspring of a tubercular, syphilitic, or otherwise enfeebled parent is more likely to become rachitic than is one of healthy and robust ancestry. We will especially emphasize the syphilitic dyscrasia in either parent as a potent cause, but M. T. Parrot, in his thesis published in 1872, evidently went too far in attempting to show that congenital syphilis is the common cause of rachitis. Most rachitic cases are entirely free from the syphilitic taint, and a large proportion of the children who have inherited the syphilitic dyscrasia do not exhibit any signs of rachitis.

Anti-Hygienic Conditions.—In the damp, dark, filthy and over-crowded tenement houses of the city rickets occurs most frequently and in its severest forms. There can be no doubt that general malhygiene is a potent factor in causing the disease, and that it sometimes produces it in those who have inherited good constitutions. On the other hand, many children with healthy parentage and vigorous at birth, but condemned by poverty to a life of squalor and privation, do not become rachitic.

Food.—Of the anti-hygienic conditions which give rise to rachitis, the most common and potent appears to be the use of food not sufficiently nutritive, or, if nutritious, not suited to the age and digestive powers of the child. The use of thin and poor breast milk and artificial food of poor quality or not suited to the stage of growth and development is a common cause of rachitis. Those children who have been prematurely weaned, and who have been given a food which is not a proper substitute for the natural aliment, and those too long nursed by scantily fed and poorly nourished mothers, and not allowed the additional aliment which they require, are especially liable to this disease. Those children whose digestive power is feeble from whatever cause are more likely to become rachitic than those who, in a state of robust health, have a hearty digestion. Hence we meet with rickets as a sequel of various protracted and exhausting maladies during infancy.

I might mention cases of rachitis occurring during the use of certain of the popular proprietary or commercial foods. I have examined the analyses of these foods made by Professor Leeds in order to determine what ingredient is lacking, and they are found to contain a considerably smaller percentage of fat than occurs in human milk. Too little fat in the food may, as Cheadle observes, be one of the chief dietetic causes of rachitis. Infants suckled by healthy mothers or wet-nurses who have an abundance of milk of good quality do not become rachitic as long as their nutriment is derived from this source. But those prematurely weaned and given a diet deficient in nutritive properties, and those who are allowed the promiscuous food of the table, or have largely a farinaceous diet during the first and second years, when the food should be chiefly milk, are especially liable to become rachitic.

It is an interesting fact, and one that throws light on the dietetic cause of rachitis, that it does not occur in Japan. Physicians who have had abundant opportunities to observe the diseases of the Japanese state that they have never seen or heard of a case among them. M. Renny, in his *Notes Médicales sur le Japon*, says that the Japanese women have a remarkable abundance of milk, and that they suckle their young until the age of five or six years; but their children are also given artificial food after the first year. Renny's explanation of the immunity of the Japanese from rachitis is as follows: "The Japanese have always eaten plentifully of fats and oil of fishes, the blubber of the whale, the eel and loach especially. . . . The universal use of the food in question from the time of ancient Buddhist flesh prohibition, but especially the consumption of fish by the lactating women, together with the fish given to the children as supplementary, which at that time is allowed them by Japanese tradition, are, in my opinion, the main causes of the non-existence of rachitis in Japan."

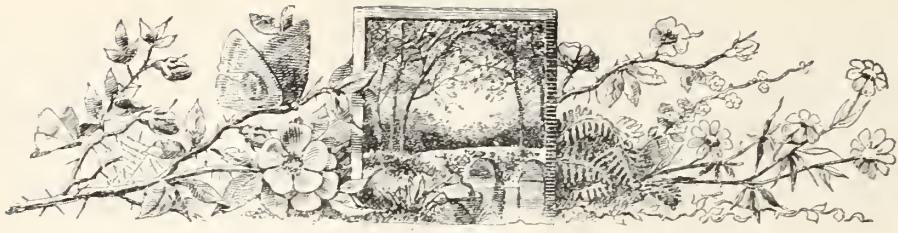
Observations on the feeding of animals have also aided in the elucidation of the causa-

tion of rachitis. Guerin gave certain puppies a diet of meat four or five months, and they became markedly rachitic, while other puppies of the same litter, suckled by their mothers, remained well. At the meeting of the Section of Diseases of Children of the British Medical Association, held in August, 1888, Dr. W. B. Cheadle read an instructive paper on rachitis, in which he said that the results of feeding young animals in the Zoological Gardens strongly support the view that deficiencies of animal fats and earthy salts are the most efficient agents in producing rickets. He states that in the Zoological Gardens the young monkeys taken from their mothers and fed with a vegetable diet, chiefly fruits, became rachitic. Such diet was destitute of animal fat and was deficient in proteids and earthy salts. Two young bears were fed with rice biscuits and occasionally with lean meat, which they licked, but rarely ate. Fat, the proteids and lime salts were practically excluded from their food. The bears died of extreme rachitis while still young.

Cheadle also states that more than twenty litters of lions had died successively of rachitis, and the next brood were fed with cod-liver oil, pulverized bones and milk. In three months all signs of rickets had disappeared. The addition of fat and bone salts caused the change, and after eighteen months the brood of young lions were strong and healthy. They had received in every respect the same treatment as the litters that had perished, except as regards their diet. The latter had been fed with the carcasses of old horses, which are destitute of fat and whose bones resist the lion's teeth.

The theory that lactic acid is the causal agent in rachitis has been advocated by Dr. C. Heitzmann, formerly of Vienna, but now of New York. He administered lactic acid to five dogs, seven cats, two rabbits and one squirrel. The lactic acid administered to the dogs and cats with restricted administration of calcareous food "produced the characteristic enlargement of the epiphyses, and finally the curvatures of the bones." After four or five months of administration of lactic acid the shaft bones were very flexible, and repeated inflammations of the mucous surfaces had occurred, such as are common in rachitis.

But in many cases of rachitis there is no evidence of an excess of lactic acid; and an objection to the lactic acid theory, apparently valid, is that lactic acid produced by imperfect digestion would unite with a base, either the soda or potash in the blood, which is always alkaline, before it reached the osseous system. So far as appears from the records, deficiencies in the food may have been the cause of the rachitis in the various cases, or the lactic acid may have prevented proper digestion and assimilation by combining with one or more of the bases. The more the causation of rachitis is elucidated by observations on man and experiments on animals, the stronger is the evidence that its chief cause is dietetic, that there is a failure to receive or to digest and assimilate certain important substances in the food, particularly the fat, phosphate of lime, and proteids. The deprivation of these alimentary substances produces the rachitic dyscrasia which is manifested by malnutrition in many tissues. Of course, general antihygienic conditions which lower the vitality may, as we have stated elsewhere, be a factor in causing rachitis.



A NEGLECTED FACTOR IN EDUCATION.

BY LOUIS HEILPRIN.

I.

A VAST amount of acute reasoning has been brought in our day to the discussion of the problem of education, and the principles which should prevail in the training of the child's mind have become familiar truths. It has become a truism to say that the childish intellect ought to be subjected to a process removed as far as possible from the artificial and mechanical; that from the outset the power of observation should be carefully trained, the desire for independent research stimulated, the faculty of reasoning logically called forth at every step, and the child's interest awakened with respect to the phenomena and objects with which he is constantly brought in contact by making the study of them exciting and stimulating.

But while the broad lines which ought to underlie any rational method of mind training have been so carefully traced and so well apprehended, it would appear, when we examine the educational structure which has been so laboriously developed in its actual workings, that an equal amount of attention has not been bestowed upon that subtle element in the evolution of the intellect, the diversion of the mental powers into specific channels of intensified activity, the development of the bent of the mind. One child develops an extraordinary interest in mathematics; a second bends all his thoughts toward natural history; a third delights in everything pertaining to navigation; a fourth is absorbed in the study of plants; a fifth thinks of nothing but fairy tales; a sixth is engrossed in his collection of coins. We are so accustomed to observe these differences in mental constitution that they barely excite our wonder, and, as their existence appears altogether natural, we seldom exert ourselves to obtain any light with respect to their origin. We realize, indeed, that that subtle agent which we call "interest" is the vital principle of higher mental activity, the essence of deep thinking and reasoning, but we usually pay but insufficient attention to the nature of the conditions which determine its origin, direction and intensity.

When we see two children brought up under apparently similar conditions of environment and supply of mental nutriment advance on entirely different paths, we are naturally inclined to regard congenital conditions as the main factor in the origin of this divergence. Perhaps the one will evince a special talent in the direction of mathematics, the other a deep interest in zoölogy. We say that the two brains were differently constituted from birth. The one child was probably endowed with a special aptitude for mathematics (inherited we know not from what ancestor), the other for natural history. Else how did it come about that the first became interested to such a degree in numbers; the second, in animals and plants? Our explanation appears plausible mainly for the reason that the materials are wanting for a better one.

The genesis of the individual mental proclivities and of genius has hardly been made the subject of scientific investigation, except in so far as it enters into the science of heredity. The treatment of the subject from

any other standpoint than that of innate peculiarity is in its nature very difficult, the materials at hand being so vague and illusory. There can be little doubt that undue prominence, in popular conception, at least, attaches to the element of transmitted or hereditary mental conditions. We are too apt to consider the evolution of decided mental proclivities as the manifestation of activities inherent in the individual and bound to assert themselves in the specific manner in which we observe them, while we are but little given to speculation upon the degree to which such proclivities may express the neutralization of hereditary conditions by the accidents of environment. Were it in our power to trace back the growth and life of the two intellects in the example before us to the beginning, we should, perhaps, find that the original differences of mental constitution were not the main factor in determining the divergence of development. Impressions of the same order may have affected the two brains differently owing to the varying conditions under which they had been received and repeated. The two children may have been brought up in the same village and in the same manner, and yet some unappreciable difference of environment may have produced a deviation in their mutual paths which gradually widened into a complete divergence.

We take a child endowed with a good intellect and educate him carefully in the various branches of knowledge befitting his capacities. We do our best to place the wealth of material in Nature, in books, and in our brains, in such a way before him as to excite his interest and call forth his reasoning powers. We find after years that the branches in which he appeared at first to be most interested have almost ceased to retain any hold on his mental inclinations and that his intellectual activity is rapidly being diverted into an unexpected channel. We are not particularly astonished by this phenomenon. While we feel that the accidents of training and education are very potent in the determination of the ultimate bent of the mind, we realize to what an extent the result in any individual case is likely to be at variance with the anticipated operation of the influences brought into play. It will frequently happen that the mental activities of the individual do ultimately assert themselves in the specific channels in which we have sought to lead the childish intellect, but the evolution, on the whole, is so capricious as to appear to be mainly determined by fortuitous circumstances, including, of course, the accidents of hereditary transmission. Train the child as we may, we can never predict with confidence in what field his main intellectual interest will lie, for we are unable to gauge the strength of the influences which are at work, or the sensitiveness of the mind with respect to influences which have not yet had an opportunity to operate, but which may assert themselves at any moment.

Two youths pass into college at the same time from some preparatory school. Their training has been the same. The one is chiefly interested in the science and technology of electricity, while the other has chosen engineering for his field. In the preparatory school which happened to be located in a large town, few opportunities were afforded for out-door sports, but in the college athletics are rampant. The first boy evinces little liking for athletic sports, but the second soon allows himself to be drawn into the world of muscle. Trials of speed especially appear to have a fascination for him, more particularly boat racing, and ere long we find him enrolled in the college boat club, of which he soon becomes one of the most zealous members. Presently he discovers that he can no longer spare the time for the perusal of the *Engineering News*, which he used to devour so eagerly, but which he has now discarded for a journal devoted to sporting. Instead of distinguishing himself in his studies as heretofore, he finds that he is barely able to hold his own at the examinations, and at last he leaves college, with a degree perhaps, but without that mastery of his art which leads to successful achievement, and which his interest in athletic sports has prevented him from attaining. His friend, the electrician, has in the meanwhile devoted a great part of his spare time to independent experiments, and

kept abreast of the contents of several periodicals dealing with his special field. Up to a certain point there may have been nothing in the habits and dispositions of the two young men to account for this divergence with respect to the interest in athletics. And yet the one was drawn irresistibly in a direction toward which the second was not at all attracted. A proclivity must have existed in the case of the one which did not exist, or possibly was smothered, in the case of the other. Was not such a proclivity perhaps latent in the peculiar mental constitution involved in a special interest in engineering, the spontaneous direction of the thoughts to matters of strength, size, power, force, velocity?

Our little boy at the age of ten evinces, perhaps, mental traits which lead us to believe that he is cut out for the career of law and politics. He is fond of reading about the history of his country, is unusually precise and exact in the use of language, and listens with great attention to talks on politics, and when asked whether he expects to become a statesman, answers with an affirmative smile. Rejoiced at the evidences of talent in our son, we encourage what we are pleased to call his natural mental disposition, and speak of him already as the little lawyer. Four years elapse. We are not quite as confident now with regard to the little lawyer. His mental drift appears less pronounced at the age of fourteen than it was at the age of ten. In his studies at school he continues to stand near the head of his class in history and in grammar, but he does about as well in natural philosophy, and he excels all the boys in problems in mechanics. We are a little puzzled by the change, and perhaps slightly disconcerted. We have, however, set our heart upon his becoming a lawyer, and when he enters college. we insist upon his being enrolled in the classical curriculum in spite of his expressed preference for a scientific course of study. He is afforded an opportunity, however, of pursuing physics as an elective branch, and his essays, when a free choice of subjects is allowed, frequently have for their theme the forces of Nature and the physical properties of matter. Before he has completed his college course, we have awakened to the fact that he is above all things a confirmed student of Nature's laws, and we permit him, although with considerable reluctance, to reject the career which we, influenced by the apparent mental proclivities of his childhood, had marked out for him.

We recognize that an absorbing interest displayed in a particular field of study is a promise of successful performance in that field, and that a well-equipped intellect, when constrained into an uncongenial channel, will frequently realize results disappointing in the extreme. Interest propels the mind, as steam propels the locomotive, and grows with the activity which it has induced, just as the accelerated velocity of the engine, by increasing the draught, increases the evolution of steam. A splendidly endowed mind is sometimes at a standstill, just as the steam-engine may be at a standstill, although in a perfect condition for traveling. The steam-engine is waiting to be fired; the mind is waiting for some motive force to act within it. It is waiting for some strongly excited interest in a particular direction to set it going. It not unfrequently has to wait too long, until at last it grows rusty. Many an individual has displayed unusual mental gifts who as a child was considered dull and stupid, and it is a platitude to say that numberless persons have lived and died unnoticed who were possessed of intellectual powers which, had they been given a chance to assert themselves, would have constituted genius of the first order.

The human brain is frequently in a state which may be compared to that of the atmosphere before a tornado. The potential energy is there, waiting to be called forth by some disturbing force, the starting point of a general upheaval. The extent to which this energy in the brain will assert itself is in a great degree dependent on the accidents of environment. When we see an individual distinguish himself in a particular field of mental activity, we cannot predicate with any confidence that, had the avenues to that field been accidently closed to his brain, his talents would have been exerted with equal effect in some other direction.

The brain of each individual is constituted with varying degrees of sensitiveness with respect to the different ingredients of the medium in which it is developed and the relative degrees of impressionability change constantly as life advances. The relative rate of change, however, diminishes rapidly as we emerge from childhood, until at last the intellect appears to have become crystallized into a comparatively rigid fabric. We become conscious that we are mainly interested in certain things to the exclusion of others; that our mental activity tends to follow certain well-worn channels, and that, as we grow older, the bent of our mind will change but little. Pronounced mental proclivities in certain special directions are manifest at a very early age, but in the period of childhood the action of the fresh material with which the mind is constantly brought in contact upon the variously impressionable organism develops new proclivities or spheres of interest at the expense of the earlier ones. We are frequently able to observe this process of change and to locate the exciting causes. We know that the accidents of intercourse are a most potent factor in determining the bent of the mind. A boy will evince one year a special fondness for the study of insects, and the next year, having been thrown by chance into the company of boys whose principal amusement was the sailing of toy boats, his main interest will appear to be centered in boat-making. The year after he will appear to have forgotten his boats and insects alike, directing all his energies now to the rearing of chickens, this new bent of mind being the product of the companionship of a farmer's son and the perusal of a "Boy's Book of Sports," in which several chapters are devoted to pet animals. After a while, in common with the other children in the neighborhood, he is seized with the postage-stamp fever, and for two or three years, perhaps, he dotes over his constantly increasing collection as much as the most profound numismatist over his coins. Various phases of interest are thus engendered in rapid succession in the case of most children as the result of the influences of the surrounding medium. These changes are much more prominent in the life of boys than in that of girls.

Such rising and sinking proclivities may be so many waves succeeding each other without leaving any decided permanent trace behind them, or, as they are successively overtopped, they may persist in a subdued form, or they may vanish to all appearance and yet deposit a nucleus, which, after a lapse of time, will be quickened into activity. The immediate conditions which deflect the mind's activity in one direction or another are often in full view, especially in the case of non-persistent proclivities, as in the imaginary case which we have just presented; but the genesis of a persistent deflection is apt to be too obscure to be traced. Why did our supposed future lawyer, whose mental drift appeared so clear to us, develop into something so different from what we had been led to anticipate? How did this taste for the science of physics so irresistibly assert itself without any apparent stimulus and crowd out what to us seemed well-pronounced inclinations of an entirely different order?

We realize that it is a futile task to inquire into the genesis of this special talent. The predisposition for this particular branch of science must have existed before there was any possibility of suspecting it. We are all the more puzzled because we know that the intellectual aliment administered in early childhood was by no means of the kind required to start a current in this direction. For years the child's favorite reading had been history. Like so many other boys, he had been chiefly interested in the records of warfare, and fairly devoured the historical books which happened to be within his reach.

Who can tell but that the current which was to bear him irresistibly into the realm of Nature and to fashion for him a career which no one could have predicted, had its source (not its ultimate source, perhaps) in the very perusal of these accounts of battles? This one thing no one could know, the child could hardly be conscious of it himself, to what an extent his mind, while absorbed in the exciting recital of naval conflicts, was impressed

by the contemplation of the extraordinary physical phenomena involved. No one could know how often, when he had laid his book aside, his thoughts would revert to this awful working of Nature's forces, the destruction wrought miles away from the point whence the blow emanated, the stupendous energy stored up in an insignificant mass of matter. He loved to speculate in his childish way on the possibilities of range and of defensive armor, and read with double interest whatever articles his monthly magazine happened to contain about guns and torpedoes and war ships. This did not attract the notice of those about him, for we are seldom particularly concerned about the manner in which our children absorb the contents of their cherished magazines. His interest was widened and intensified as it came in contact with new material. The speed of ships, their horse-power, the mechanism of screw propulsion, the use of compressed air as a motive power, the range of the fog-horn, the employment of the electric light in naval operations, the use of steel in forts, the recoil of guns, the composition of explosives, and a hundred other subjects were successively brought within its sphere, the process of assimilation being constantly accelerated by the increasing mental activity.

It may be that none of the other members of the family were sufficiently interested in these topics to make the child communicative with respect to them, and in this way his bent of mind may have been very far developed before any attention was paid to it. To his parents his special talent would probably appear in the light of a spontaneous growth, the outcome of an inborn energy bound to assert itself in this particular direction. And yet the starting point of this evolution may have been a few impressions of an elementary nature upon a highly sensitive mind, to which other impressions of a similar order happened to link themselves in such a manner as to form, so to say, a fiber of attachment about which new material could crystallize and take shape. But why was the mind specially sensitive with respect to this particular order of impressions? Was this not a quality residing in the brain from birth, latent at first, but destined to act with sufficient force to shape the intellect? Now, is there any cogent reason for assuming this to have been the case, supposing that we are not confronted with facts from which we are forced to argue hereditary transmission in this special instance, as, for instance, the genius displayed in the same direction by some near relative with whom the child had not been in contact? What is there in the manifestation to preclude the possibility that the brain, as far as congenital constitution was involved, was endowed with equal or even superior degrees of sensitiveness with respect to very different orders of impressions from those whose impulse it specially obeyed? The conditions existed equally favorable to the induction of activity along each of several divergent lines, and the direction which prevailed was determined by the accidental direction of the impulses emanating from the surrounding medium. At first the individual effect of these impulses was very feeble, not sufficient to induce a decided gravitation in any specific direction. At last it happened that a set of impulses from one quarter, a series of interlinked impressions, proved adequate through their reinforced action permanently to disturb the equilibrium and give direction to the mind's activity. The sequence of impulses was a matter of chance. It was a mere accident that a particular set prevailed. Had the conditions of environment been but slightly different, the mental organism might just as well have been directed into some other of the channels of potential intensified activity whose presence may have been determined by the accidents of hereditary transmission.

Our meaning may be more clearly understood by means of a simple illustration drawn from the realm of mechanics. Let us imagine that we have before us a mountain peak terminating in a perfect cone of rock, upon which a round boulder is balanced. A slight force will make this boulder oscillate, and a succession of feeble impulses may cause it to lose its equilibrium and dash down the mountain slope. The force of gravity will soon impel

it rapidly and impart to it an irresistible momentum in one direction or another. But what will determine this direction? The shape of the peak is equally favorable with respect to all the points of the compass. The direction evidently must be determined by that of the very feeble force required to disturb the equilibrium. The boulder may be made to oscillate to and fro, but up to the last second we are uncertain as to which way it will go. When at last it starts it pursues a nearly straight course, and the energy stored up in its motion is exerted all in one direction. At the moment when the boulder began to move, the conditions were present for an equally rapid and irresistible career in an infinity of directions. The deciding factor that dictated the particular result only chanced to be what it was. The slightest modification in the situation at a particular instant and the result would have been entirely different.

When we see a mind exert extraordinary activity in a specific channel there is no ground for assuming that the conditions must originally have been lacking for an equal manifestation of activity in some other direction. It may have been little more than mere chance that our neighbor's son developed into a distinguished artist instead of an eminent mathematician. But it may be asked, if a genius for mathematics originally existed, why did not the one proclivity assert itself alongside of the other? When the boulder is descending on one side of the mountain with irresistible force, what has become of the equally great tendency, which existed a moment before, of rushing in a precisely opposite direction, of the tendencies in an infinity of other directions? As soon as the motion was decided it continued uninfluenced by those tendencies. Now, what happens in the case of intellectual proclivities is in a partial sense similar. The special development of a specific proclivity may be at the expense of others almost equally decided. Our every-day experience teaches us that an intensified interest in one order of things diminishes the interest with respect to those of a different order. Frequently one interest dies out completely as another is evolved, and this must to a great extent be true of nascent proclivities. It is largely a matter of accident which shall become the dominant element in the formation of the ultimate bent of the intellect.

If now the shaping of the mind depends so much, as it necessarily must depend, upon the adventitious conditions in early childhood, the question arises, how far do these accidents of environment represent the educational influences brought into operation or allowed to operate by those in whose hands the direction of the child rests; in other words, to what extent are those educational agencies which represent the deliberate action of parents in the matter both of direct guidance and conscious non-interference, potent in determining the lines along which the intellectual activity of their children will ultimately assert itself?

THE EDUCATIONAL VALUE OF KINDERGARTEN STORIES.

BY MARY CLARK SPAULDING.

FRIEDRICH FROEBEL, to whom we are chiefly indebted for the theories and principles of the kindergarten system, says: "Story-telling is a real strengthening spirit-bath"; and again: "We tell too few stories to children, and those we tell are stories whose heroes are automata and stuffed dolls."

In the kindergarten the stories form an important part of the educative influence, as in this way much information in regard to

other people, other times and places, can be introduced in a simple and attractive manner. Through stories the child makes his first acquaintance with the outside world. He grasps each story, and through it he unconsciously learns to understand and measure himself.

If a person were to visit a kindergarten some beautiful spring morning, he would very likely find the children listening with great interest to a story of a flower or tree, or of a little bird building its nest. In this way a child will make a beginning of the study of botany or natural history. It may be a very small beginning, yet "Nature and life speak very early to man," and by having his attention called to a few things the child learns early to enjoy and love the beautiful world God has given us.

If a visit were made to a kindergarten at a different period of the year, one might find the child's patriotism and love of country being aroused and a lesson in history given, through the story of the cherry-tree, or George Washington on his white horse, or any others of the many tales relating to that distinguished individual. So each season has its appropriate stories, and these may be impressed on the child's mind through colored illustrations and objects which Nature may furnish at that time.

It is a curious fact that some children are more interested and affected by the tales and woes of birds, animals and plants than by stories relating to human beings. To illustrate this: A lady was once telling a little six-year-old girl a story of a little boy on his first visit to the country. He saw in the corner of the orchard what was to him a very interesting object, but which proved, on investigation, to be a bee-hive. The bees, indignant at being disturbed, stung the boy so severely that he was very ill. As the lady finished the story she saw that the little girl was much distressed, so she hastened to add: "But in a few days the little boy was well again."

"Oh, I was not thinking of him!" replied the child, who had recently been told a story regarding the nature of bees. "But you know a bee most always dies soon after stinging any one, and it seems too bad for so many bees to die just on account of one little boy."

Rare indeed it would be to find a child who has not employed some older person to "tell about when he was a little child." And if the story proves a success, demands are immediately made to "tell it again. Not another story, but the same one, please."

Through a desire to hear the past experience of his father or his mother, or some near friend, the child first shows an interest in history; and as his acquaintance and knowledge broadens, he wishes to know the history of his own nation and finally of all nations. A wisely chosen and well-told story develops in the child a love of reading and taste for good literature, and is a valuable aid in the art of speech.

Stories showing the continuity and unity of events are of great value. For instance, a story is told of a grain of corn, which is planted. The rain and sun help it to grow into tall stalks of corn; the farmer then cuts down the corn, the miller grinds it into flour, and lastly the baker makes the flour into bread. Stories of this sort teach the child the inter-dependence of mankind, and how no one can exist without assistance from others. Again, stories are told of workmen, the busy blacksmith, the cheerful carpenter, the merry cobbler, and as the children imitate these vocations in their games, they come into an understanding and sympathy with the working world around them. The object of kindergarten stories is not only to train the powers of observation, judgment, memory and imagination, but also to teach the child how to deal with his fellow beings. Froebel says: "The good story-teller effects much; he has an ennobling effect upon children, so much the more ennobling that he does not appear to intend it."

There is much said for and against fairy tales. The real meaning of "faerie" is "spiritual," and if this idea is strictly carried out and no foolish sentimentality enters into them, they are of great benefit in awakening the imagination and poetic fancy. And as the good fairies who do the good deeds are in-

variably rewarded, and the bad ones receive their deserved punishment, a moral is attached.

A mistake which is often made in story-telling is that the stories are beyond a child's comprehension. We must appeal to a child through his own acquaintance with facts. A kindergartner recently related the following experience. It was Thanksgiving time and she had been telling a story of the landing of the pilgrims. The children sat with rapt attention while she portrayed the sufferings of the pilgrims from hunger and cold, but when she told of their trials because no ships came to establish communication with those at home, their attention promptly wandered. This was beyond them. Hunger and cold they had experienced and could appreciate, but the other trials were a sealed book to them.

Froebel gives this advice to story-tellers: "Turn back observantly into your own youth and awaken, warm and vivify the eternal youth of your mind"; and as the result of following this advice he writes: "See what joyous faces, what shining eyes and what glad jubilee welcome the story-teller, and what a blooming circle of glad children presses around him."

THE MOTHERS' PARLIAMENT.

Music and Books. —The article in the January number has touched a chord that has vibrated through another domicile, leaving beautiful memories of bird-like voices and lisping songs, most precious to the parents' ears. It is here not only "What is home without a mother?" but what is home without music? for at all times of the day, and at night until sleep stills the last note, is heard the gleeful sound of little singing voices.

When the oldest babies were two or three years old we began to teach them to sing, and mother had to learn with them, for her vocal powers had never been cultivated. So day after day some familiar hymn was gone over, and at family prayers a hymn was sung, though the piano was still one of the "to be's." The result is seen every day as the children grow older, notably among the smaller ones who have imbibed the music, for they all learn a tune as easily as they breathe, and, as they have been taught melodies of as fine an order as possible, they gravitate naturally towards music of the higher stamp. Since the piano has come into the house all sorts of songs are learned; the kindergarten tunes are played; and the children want no better fun than to gather about the mother, who has developed into the leader, the father playing, and sing hymns from all collections, or shout college songs as they hope to do some day on the campus, or swing with fine martial spirit in the echoing war cries of rebellion times. As the children go about their duties they sing, alone or together, and even the baby, when eighteen months old, gave us "Holy, holy, holy, Lord God Almighty," correctly to the second line, and as she grows we find other tunes are being absorbed and vocalized. Sometimes people say it's a nest of birds; and in church often the gleeful voices sing out correctly and in time, and when five unite on one hymn it makes some sound!

On Sunday afternoons all six children gather about the piano and for an hour one and another hymn is sung; each choosing one in

turn. Many times have passers-by halted as the clear young voices sounded, and occasionally when some youth far from home and mother was the guest, the dear familiar hymns, and the tender memories they brought, would stir him deeply. Can these children in coming years ever hear these melodies without thinking of the home nest, and calling up the tender associations of the hour to help them on in life's rough pathway? Each child looks forward to playing some instrument, thus forming a family band—perhaps only an air castle, but one which if realized will keep them at home for pleasure and profit, when just at the age to be lured by outside attractions.

In this line of cultivation of musical tendencies, I cannot forbear saying a few words on cherishing a love for literature. That "Mother Goose" is essential to the proper development of childhood I believe, but it is wonderful how much else is understood and appreciated at an early age that fosters a craving for good reading. At three years most children can delight in Whittier's "Child Life," and, after that, other poems, allegories, travels, biographies, may be read little by little, and the children develop healthily under it. Dr. Holmes says his taste for literature came from being among books, playing with them first, later reading them.

In this big little family the mother reads to all as often as possible; the older children read to the younger ones, or to themselves, at all times and seasons, and that they read for a purpose their conversation often shows. Recently the second boy received a spoon on his eighth birthday, on which Paul Revere's ride was engraved. It was a fancy handle, nothing more, to him and his companions, and so between the meat and dessert, while the table was being cleared, the mother read Longfellow's poem to a breathless little audience. Then the eldest boy, of nine years, read an account of the Battle of Lexington in Eggleston's United States History, and the spoon was invested with life, almost a personality, immediately. This pleasant custom of reading at the dinner table is conducive of much good to all. "Swiss Family Robinson," has delighted with its wonders, many of which are real to the childish group from personal experience. Or, perhaps, some story or fact is found to interest that day, notably "Johnnie's Earnings," in a recent NURSERY GUIDE, which touched some little hearts. On Sunday the trials and burdens, friends and foes, of Christian make the dinner all too short, and, henceforth, any mention of "Pilgrim's Progress" in lecture or story is seized upon.

It is a great thing to develop association in the reading, for more is then remembered. When the capture of the Iguana was told in "Swiss Family Robinson," a rush was made for "Little Folks in Feathers and Fur," and there was His Majesty in all his pristine ugliness.

This has been an experience, never to be forgotten, in a number of cases. Educating the children in this way does not mean that there is no fun, no muscular development going on, for one has only to look at the cheeks of the boys after 50 yards of sidewalk have been cleared of snow, to see their health; or to watch the race they all can make with their beloved goat, or (for any one who likes) to pay the grocer and butcher bills, to decide that this gentle, unconscious, mental development is not dwarfing their physical, but, on the contrary, it is laying up treasures that will be priceless in the years to come.—*Mary Hedley Scudder, Norwich, N. Y.*

Early Home Influences.

—After a careful observation of many homes in a town of six thousand people, I find the *home education* of young children sadly neglected. What is the reason? It is not the want of intelligence on the part of the parents in a great number of cases. Neither is it a lack of money to furnish the extra helps to child-education. It seems to me merely a lack of ambition, together with ignorance of the fact that a child's education should begin as it crows and kicks in its cradle.

Some years ago, as soon as a child could appreciate pictures or listen with interest to a story "Mother Goose" was the favorite

author and artist. I do not mean that we should entirely ignore that respected dame; she does very well in her place, only make her a little less prominent. It is so much easier now to cultivate a child's love for the beautiful than it was twenty years ago.

How crude and grotesque seem the gaudily colored books and papers of that time compared with the delicate and dainty "Kate Greenaways," etc., of nowadays!

The pictures that hang on the walls, too, are doing their work in the child-mind. Does any one exclaim, "Oh, I cannot afford to have fine etchings and engravings"? That may be true; but our stores are full of photographs, artotypes, and various other kinds of process reproductions, giving us for little money the sweet-faced madonnas and other conceptions of the old masters. Put before your child pictures that have something in them to elevate; pictures that will strengthen and help. I know one dear, sunny-haired boy, five years old, who has had plenty of rhymes and jingles, and yet who is familiar with many of the masterpieces of art, and loves the face that Carlo Dolci drew. Bits of history told in story form are as interesting to him as the exploits of "Jack the Giant Killer." What fairy story ever told to childish listeners is any sweeter and more fascinating than the beautiful "Snow Image?"

Another point equally essential, and woefully neglected is the *habit of correct speaking*. We cannot expect a little child to ask, "Are you not?" when it hears hourly through the day, "Ain't you?" Of the parents among the ignorant and uncultivated I am not thinking, simply of the carelessness of the educated. Nothing is farther from my thoughts than that "little fishes should talk like big whales," but purely correct English need not necessarily make a child appear ridiculous. It often takes a lifetime to overcome habits of speech formed in a few short years. One instance comes to me now. A cultured, educated minister once said to me: "I would give almost anything to overcome the two or three very bad mistakes that I always make in speaking. I have worked against grammatical errors all my life, and there are a few that I seem utterly unable to overcome."

I know from experience that a child can be taught these things without being made old beyond its years; and, as I write, a blue-eyed boy sits beside me with his slate, making "the man in the moon"; wondering at the same time "if he ever went to sleep and fell out."—*G., Penn Yan, N. Y.*

Pandemonium for Poets.

—Auntie Bess says Blossom has a curly-gig in her brain. Now, that isn't the scientific name for it, but I do begin to think that some of the little cells of gray matter under her small thatch have run into one another in a hopeless way. You see, although we are all firm believers in the NURSERY GUIDE, from frontispiece to *finis*, we have not yet adopted Mrs. Interpreter's plan of meat for babes in the shape of Thanatopsis, Sir Launfal, etc.; but Blossom's mental food has been the old time-honored melodies of Mother Goose, with an occasional Sunday-school hymn for devotional use. Now, of course, the small maiden must sing to dollie as mother sings to brother, so the tune and words run somewhat in this fashion:

"There is a happy lamb,
Far, far away,
And everywhere that Mary went
The lamb was sure to go."

Or, if it is brother's little pink foot that is under attention, we hear the following:

"Shoe the horse,
And shoe the mare,
And shoe the little coco bear!"

The latter is a new animal entirely, improvised from a mixed rendering of "Let the little colt go bare."

Blossom always says "Little Bo-Sheep" and "Diddle, diddle, dumpling, my shoe's on"; but a new mixture was heard the other day, when we were informed that—

"Little Jack Horner
Sat on a tuffet,
Eating bread and honey,
Along came a blackbird
And nipped off his nose."

Blossom's mother thinks that the advanced school of thought may be very well—Brown-

ing and Ruskin instead of Mother Goose, Greek Mythology instead of Andersen's fairy tales, but Blossom is "constructed on a good old-fashioned plan." Santa Claus comes down her chimney just as he used to do, and drives his reindeer all the way from the North Pole. We of a larger growth may all drink strong coffee and eat our meats and our salads, but give us "milk for the babes."—*M. H. B., Philadelphia.*

Financiering. —Seeing the article in the October number on "Financiering for the Baby" brought to mind the plan that an old neighbor and friend of ours had of financiering for his children, or, as he called it, laying by their heritage. Perry Langdon, I will call him, said he considered every child born in the family worth one hundred dollars to him the day it was born. Accordingly that amount was put on interest (compound) at 10 per cent., and allowed to remain until the child was of age, when each one had a snug little fortune at a small outlay.—*Mildred M. Taylor.*

Contrasts. —How far do we realize the difference in the dispositions of our own children? What plans we laid for the training of our first baby! He was brought up by approved rules, regularly fed, laid quietly to sleep without other attendance than his own thoughtful company. As he grew older how many little devices took the place of corporal punishment, which we vowed never to be guilty of, for who could spank or hurt one's own precious child? All went well with this, our first little one, and we wondered that any mother should be troubled by any serious naughtiness on the part of her baby.

Our second one has put in his appearance. We anticipate no trouble. We will apply the same rules and all will be well as before. Alas! we have taken too much for granted. This one is differently constituted. As soon as he begins to realize his surroundings he insists upon being attended as the first never did. We are firm. It must not be. Result: prolonged screams. How loud he screams! We never heard such a voice from a baby before. The elder child still needs our ever-watchful care, and the determined efforts of the younger to claim our whole attention gradually weakens our nervous force, our firm purpose gives way, and we succumb to the temptation to humor him just this once, unfortunately for our peace for some time to come. However, we are not discouraged; we still apply our rules with some show of success, but not what we expected from our first experience. Baby grows older, and the devices used before as punishment have no effect on this little man, much to our astonishment. Our surprise is unlimited when we hear him declare he will not do thus and so, "Tos I's tired of being dood and want to be naughty now," or, "Tos I doe want to."

What shall we do? A persistent little will obstinately refuses to do what we ask and as a last resort we spare not the rod lest the child may be spoiled. If it is the first time this method of chastisement has been used it is probably quite as successful as we desire, but we are conscious of a very disagreeable feeling, well described by the word "mean."—*K. T. P., Mass.*

A Protest. —Why is it we have so many story-books, professedly adapted to children, with detailed accounts of burglaries? Beginning with "Editha's Burglar," by Mrs. Frances Hodgson Burnett—and perhaps this gifted author may have set the fashion—there are now no small number of books containing more or less extended accounts of these midnight visits of thieves. Margaret Sidney tells about them in "Little Peppers." Kensington, Jr., saw an uncommon style of burglar, and "J. Cole" contains a horribly realistic sketch by Emma Gellibrand. Several of these books I have managed to keep entirely out of sight of my children, but more than once something of this kind has suddenly developed in an apparently innocent book, and when I had supposed the name of the author a sufficient guarantee of safety to childish minds.

But it is no light thing to implant seeds of

nervous fear in young minds. Why need they begin to suffer in babyhood the cares and anxieties of mature life? Can they not be shielded from stories of burglars as well as from ghost stories? Are not burglars ten times worse than ghosts? A ridiculous query, indeed, but we should reckon mad any one who told ghost stories to little children.

I can only think that these authors have never really experienced a visit from a burglar. My house was entered last summer in my absence, and my experience has been sufficient for me, but I felt much pleased when my boy said to me to-day: "The burglars that got into our house didn't get anything worth talking about." They had overturned and ransacked my most sacred treasures, and the discomfort to me will be lifelong, but do let us shield the children from all such knowledge.—*A. K., Newton, Mass.*

Sweets to the Sweet.

—It is my belief that people do not, as a general thing, appreciate the sensitiveness of babies to the home atmosphere. The thought of the average grown person is: "It makes no difference to the baby. He isn't old enough to know." But the baby is old enough to *feel* from the moment he is born, and feeling is knowing, in the deepest and truest sense. The home atmosphere to the baby is the same as the natural air to a plant. The plant certainly does not know, as the word is ordinarily interpreted; but how sensitive it is! How dependent it is upon just the right proportions of sunshine and shade; of heat and cold! If we are to have success in our floriculture, how watchful we must be.

Does not a baby know as much as a bud? He is, indeed, the most delicate of all buds in which lie enfolded possibilities of bloom and fruit-bearing of which we have but the faintest conception.

For the beginnings of these all should be just right when such suitableness is possible. And much money is not necessarily implied in this rightness. A smile is the baby's gold; gentle words are his pearls. Love is his diamond. The coarsest garments are quite compatible with his divinest joy. An unfinished garret will do very well for his abode provided the faces bending over him are sweet and serene. An atmosphere of coldness, unkindness, grief, selfishness, is felt by the baby, and is injurious to his development. It is like a chill to the plant, and sends back the outputting forces that are attempting exquisite issues.

A harmonious home is the baby's birthright. Harsh sounds should never fall on the delicate ear. The mother should give herself all possible rest that the baby may rest in her serenity. To weary the nerves over fine clothing for the baby's body and hurt him by their discord is a mistake that seemingly no true mother would ever make. Yet many a mother who means to do well by her darling wears and frets herself that her child may be apparelled like the children of the rich. Nurse the child in all sweetness and nobleness, and he will by-and-by enter upon a grander competition.—*Mrs. M. F. Butts, Boothbay Harbor, Me.*

KINDERGARTEN-AT-HOME STORIES.

CONTRIBUTED BY PRACTICAL KINDERGARTNERS.

What Became of the Acorns.

ONCE upon a time two acorns fell upon the ground, and the soft earth soon covered them over. There they lay for many a day asleep in their dark bed. After a time the snow spread its white covering over them, and Jack Frost would sometimes go away down in the ground to see if they were still asleep. But by-and-by the snow disappeared, and the soft warm rain came pattering down, and wakened them from their long winter's nap.

As soon as the little acorns were awake,

they began to push up a tender green sprout to see what was happening in the world above. Day by day these little sprouts grew, till they became little trees, and the rain and sun helped them to grow tall and straight.

These two little trees growing side by side became great friends. They looked very much alike, only one had a reddish tinge to it and was called Red Oak, and the other tree was called White Oak. They lived very happily in their beautiful forest home. They laughed and chatted together all day long, and used to smile lovingly on the tiny ferns and tender blossoming flowers which grew at their feet. Each spring they eagerly awaited the return of the birds who made their home among the leafy boughs. And as the birds flitted in and out, twittering, and chirping to their little ones, the trees would nod their leaves with delight. And so the time passed, and the trees became larger and more beautiful, and their branches extended wider on every side.

When gay picnic parties came to the forest, they often spent the day under the spreading branches of the oak trees. The trees loved this dearly. They liked to look down on the bright faces, and to watch the children running about, but, best of all, they loved to hear of the doings of the world beyond. When some one would tell of something which happened in the city, the tall trees would stand very quiet—not a leaf would stir for fear they would not hear all the story. And when the merry picnickers had gone to their homes, the trees would talk about them, sometimes till very late at night.

"Do you know, I heard the people say," said the Red Oak one night, "that they have places in the city called *stores*, filled with all sorts of beautiful things."

"Ah, how nice that must be," sighed the White Oak. "How I should like to go to a large city."

"Yes," continued the Red Oak, "and I heard them say that people travel around the country in long houses called steam cars. That is what wakens us at night with its loud whistling, and makes the sky all bright with its red smoke."

And so the two trees would talk of the wonderful things which they had heard of. Sometimes in the long winters, when the leaves had fallen, and the trees were standing bare and brown, they would talk of their gay summer friends, and would wonder what they were doing. One cold wintry night the White Oak said, "I have heard that people in cities know how to make their houses very warm; so warm, it is like summer all the year."

"I only wish we knew how to keep warm like that," returned the Red Oak; and as a shrill winter blast whistled through their branches, both trees shivered and said: "Oh, if we only knew some way of getting to the city!"

But one morning, when they awoke, they saw some men carrying large axes and looking up at them.

"What *is* going to happen?" exclaimed the Red Oak; and, as she said this, one of the men dealt her such a sharp blow with the axe that she quivered from her roots to the very tip-ends of the leaves. Blow after blow the men gave her, until the Red Oak fell flat on the ground. And then the men cut down the White Oak in the same manner.

"I wonder what they will do with us now," said the two trees, and, as they listened, they heard the men say they were going to take them to a large saw mill. So, in a short time, the two trees found themselves with many other trees in a large noisy mill where a big wheel went round with a whizz-z-z-z, and a whirr-r-r-r, and soon cut them into small pieces. And then they were carried to another large, noisy place called a factory, and some of the trees were made into cradles for babies and bureaus for dolls, and others were made into carts and rocking-horses for boys; but the Red and White Oaks were made into a lot of stout little armchairs for children.

After a time the chairs were taken far away and put in the window of a big store, and there they saw many wonderful things they had heard of. But one day a gentleman carried all the little chairs away and put them into a bright sunny room.

"What do you suppose they call this

place?" the little chairs said. "What is to be done with us now?"

The next morning troops of merry children came pouring into the room and sat in the little chairs. And the chairs listened and listened and heard the children say that this place was a kindergarten. The children used to come to the kindergarten nearly every day, and the chairs grew very fond of them. They enjoyed watching the children busy with their tasks or playing their games and singing their merry songs. And when the children had gone home and the chairs were left alone, they used to talk together of all that had happened to them. Sometimes they would speak of the children who had just gone out, or of the wonderful things seen from the store window. Sometimes they would live over again the days they had spent in the noisy factory or dusty mill. But best of all they liked to talk of their beautiful forest home. They would wonder if the birds sang there as sweetly as of old, and if the flowers were as bright and fragrant as they were once. And then they would remember the time they were acorns.

"It is very strange, all the things that have happened to us," said the little chairs softly. "Whoever would have thought when as little acorns we fell asleep in the soft earth that we should grow into such large trees, and be made into children's chairs for a kindergarten?"

MARY C. SPAULDING.

The Little Lambs.

WHEN Henry was a little boy he lived on a large farm in Ohio. This farm was very much like the farms where some of you went last summer with mamma and the baby. There were ducks, geese and chickens, cows and little calves, horses and pigs, but best of all were the dear little white lambs. Sometimes there was a black lamb too, and this black one was almost always a naughty one.

Henry and his brother used to go down to the meadow to watch the lambs at play, for little lambs run around and play like little children. They chase each other over the fresh green grass, and sometimes almost dance, they are so happy. Sometimes Henry would take a pan of salt to the meadow and call "Sheep! sheep!" All the sheep and lambs would run up after some salt which Henry threw on the grass, while the little lambs would try to eat out of the pan. One day he and his brother took a long board off the fence and raised one end by putting it on a block of wood. All the lambs smelled of it and stood around it as if to say, "Well, what is that for? Surely it must be for us." Finally one bold black lamb walked along the board until he reached the high end, and jumped off. "Baa-a," he said, "what fun. I'll take a run this time"; so he ran up the board and jumped off, again crying, "Baa-a-a," which was his way of laughing. "Come on," he cried, "come on, you other lambs; see what fun I am having!" and soon all the lambs in turn ran up the board, jumped off and skipped around to the lower end again.

The old sheep came up to watch them play, and one said, "Play on little lambs, under the blue summer sky and in the sweet green grass!" Soon Henry went home carrying a bunch of clover blossoms to his mamma.

The little lambs have white curly hair called wool; when they grow to be sheep, the men cut off this wool and it is woven into blankets and warm winter clothing. One morning Henry's papa said, "We will wash the sheep this morning." Henry laughed, and, taking his straw hat, ran down to the pond. Soon the sheep came down. He and the hired man would each take a sheep into the water and wash it until its wool was as white as the snow. Sometimes when they brought a sheep out of the water near Henry, it would shake itself, as a big doggie does, and get Henry all wet. He only laughed, for it was summer time, and I think he would have liked to go into the water himself. About a week afterwards they cut all the wool off the sheep, and mamma sold some and made the rest into blankets.

One day in the fall, while Henry was at school, it turned cold very suddenly and began to snow. Mamma knew the sheep were out on the cold hillside, so she sent for

Henry to come home; soon the sheep were driven into the warm yard, but some of the little wee lambs were so cold that they could not walk. Henry, his brother, papa and the hired man carried the little lambs in their arms into mamma's warm kitchen. They gave them some warm milk to drink, and soon the lambs were as happy and playful in that big kitchen as they ever were in the green, sunny meadow. E. LE P.

The Little Shoemaker.

IN a small town lived a shoemaker in a pretty little house, with his shop at the back of the house. He had one little boy, named Philip, and the father used to sit on his bench pegging shoes and watching his little boy playing in the garden.

Philip had a dog that played hide and seek with him and chased him when they played tag. Philip would hide, and Bruno, the dog, would bark and run around, and when he found the little boy he would leap and bark and lap Philip's hand, to let him know how glad he was to find him.

Philip liked to help his papa when he was busy by handing him the wax or holding the pegs for him. When his father had a pair of boots made, Philip would carry them to the person they were intended for. He would whistle to Bruno and they would run off together. Sometimes Bruno would carry them in a basket in his mouth.

One day Philip's father told him he was going to make him a pair of boots, and asked him what kind he wanted. Philip said he would like a pair that laced and had heels. "All right," said his father, "you have been a good boy and you shall have them just as you wish."

The shoes were almost finished, when one day Philip and Bruno were out walking, and they met a little boy without any shoes or stockings on. Jack Frost had pinched the little boy's toes, and he was crying. Philip went to him and asked him where his shoes were. The little boy said he had none.

"You must come home with me, then," said Philip, "and my papa will give you a pair, for he makes them." He took hold of the little boy's hand, and they went to the shop where Philip's father was working.

"Papa," said Philip, "you know the boots you are making for me would just fit this little boy, and I want you to give them to him, to keep him warm."

"Do you really mean it, Philip?" said his papa. "Yes," said Philip.

So they put a warm pair of stockings and the new boots on the little boy, who was very happy, and ran off whistling, after thanking Philip for his kindness. Philip was just as happy. K. A. D.

NURSERY PROBLEMS.

Various Points of Nursery Regimen.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) What fruits and vegetables are allowable for a child from the age of two to three years?

(2) If necessary to wean a child at the age of three or four months, would you advise using the bottle, or trying at once to feed from a spoon?

(3) Will you kindly tell me if letters reaching you on or before the first of any month are answered in the following month's number?

(4) Will you be kind enough to ask suggestions from mothers, through the "Parliament," as to what one may use in addition to the ordinary napkin for a child in first short clothes. I am using a square of Turkish toweling folded diagonally, and pinned loosely around the waist, while Baby is in long clothes, but am at a loss to know what to do when she is put into short clothes, as even the narrowest Turkish toweling comes 24 inches wide, and it would show under the short garments, I fear. Without something, I fear Baby's shirts and dresses would always be wet.

(5) At what age can a baby be taught to sleep all night, and how is this best accomplished? Is it advisable to let a baby cry long in the night to attain this end? My baby is four months old, goes to bed at 6 P. M. after nursing, and wakes at 10.30, 3 and 6 A. M. to nurse again. I would like to train her in the best way. She nurses at

9 and 12 A. M., 3 P. M. in the day, in addition to the other times mentioned.

(6) Can a baby be taught to take her bath and then go to her crib for a nap, without nursing immediately after her bath? My baby cries very hard if I am ever detained, so that her nursing does not come just after the bath, and I should prefer to do the other way, if it can be accomplished without injury to the child.

(7) When should a mother start with regular hours for nursing, bath, ride, etc., and let nothing interfere? I find it well-nigh impossible with my baby, as some days she will sleep one hour after her bath, some two, some three, and once in a while as long as four hours. I am told it is not well to ever waken a baby, or in any way disturb its nap, as Nature shows that sleep is the medicine it needs. I shall be very glad to be enlightened on this subject. Is it true that it ruins a child's disposition to awaken it from sleep?

(8) Should not a child's napkin be changed every time it is wet? My nurse told me not to do so, but it seems to me unreasonable.

Philadelphia. R. T. A.

(1) Opinions differ as to details, some physicians being more liberal in giving fruits than others. But the following general suggestions will help you. It must be borne in mind that different children are very different in their ability to properly digest food; also that fruit which may be quite proper for most children may be not so for a child having a tendency to rheumatism, to certain skin diseases, and so on. And further, that the freshness and good condition of fruits is of the greatest importance if they are to be used for children. So much being premised, we may say that most children over two years of age may have the juice and pulp of a carefully selected and really ripe orange. It is not the same thing to cover the tartness of an unripe orange with sugar; it only aggravates its faults from a digestive point of view. The seeds are, of course, to be very carefully removed, as well as all trace of the white fibrous structure. The best method of preparing an orange is to cut it crosswise (not from end to end) in the middle and carefully lift out the pulp with a spoon. The orange is the only winter fruit which we can recommend; the banana is decidedly objectionable for young children. Few children of the age of two to three years should have uncooked apple. But if there is a tendency to constipation, stewed and sweetened apple sauce, well freed from any traces of core and fibrous matter, stewed prunes (the pulp only), or the soft inside of figs, may be given in moderate quantity. In our judgment they are desirable at that age only as laxatives, and should be given as such rather than as food.

For summer fruits there is a larger choice—a large choice indeed if one can have very fresh fruit. At the head, we think, should be placed the thoroughly ripe and fresh peach. It is generally entirely unobjectionable and often desirable. Of melons, we think we could say nearly the same were it not that away from the melon patch a really good melon is a rarity. But when ripe, sweet, and not in the least wilted, they are, we think, excellent. The pear is not so good, being accounted rather indigestible. The small stone fruits, cherries, plums, etc., must be used circumspectly and carefully prepared; and the same is true of the apricot, which generally has made too long a journey to be fit, uncooked, for children on this coast. Of berries, we would not give at this early age any but the best strawberries and should bear in mind, in giving them, the frequent personal peculiarities which are noticed regarding this fruit.

(2) Generally, at that age, we should use a bottle, but after seven or eight months we should not. Perhaps at six months, if a child had already learned to drink well from a spoon, we might prefer it.

(3) It is not always possible. A magazine of any circulation must go to press a good while in advance of its date of publication; the great monthly magazines, for instance, are printed two or three months in advance. But that is not all. THE MOTHER'S NURSERY GUIDE has said again and again that it will under no circumstances undertake to treat sick children. Its object is to teach mothers how to take care of their children according to the laws of hygiene, and to give them sound general information regarding the ordinary ailments they may have to deal with. But it never in any case can practice medicine at long range. If it did so it would be guilty of the very thing it decries, the giving of irresponsible medical advice without

proper knowledge of the case. It is not published to act as a free dispensary or to usurp the place of the physician; simply to help conscientious mothers to such knowledge as shall make them more judicious and efficient in the care of their children. Advice for emergencies should therefore not be expected. Nevertheless, we print answers as soon as possible, and frequently in less than a month after receiving the question.

(5) At almost any time; but we do not recommend it until after six months, and even then it is often better to nurse children at the mother's bedtime until they are considerably older. There is a wide difference in children, but while they are on the breast there is difficulty in telling whether their clamor is due to habit or really to the small amount of milk that is gotten from the breast. Accurate weighing of a child before and after nursing will show the weight gained, which is, of course, the weight of the milk. But assuming a full supply of milk, the teaching the child to sleep at night is no harder before than after weaning.

(6) A child can, of course, be taught not to expect its meal immediately after its bath. There is no natural relation between the two but habit. It is merely a question which is the more trouble to you, to teach her or to go on as you are going.

(7) There is no sense in having a rule so fixed as to override everything, but regularity should have begun the day the baby was born. If a baby oversleeps from fatigue or illness, it should not be waked up just for a rule; but only a reasonable variation should be allowed. A baby that has slept a proper time can be gently and gradually wakened without startling it. To awaken a child suddenly is, of course, stupid and harmful, as any other fright would be; but any quiet person can usually gently awake a child by increasing the light, by moving around the room, by quiet talking, etc., so that the nap comes naturally to an end after a few minutes. Exceptions occur, of course, but the rule stands.

(8) Of course, every time it is wet; the napkin must not be left to dry on the child. But it is not usually necessary that it be done the moment it is wet. The child need not be disturbed in its sleep, for instance, if it be well covered, except in cases of such skin diseases as will not allow of a damp cloth being left for any time.

Use and Abuse of the Tricycle.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Please give me your opinion as to whether it is injurious to a boy of four or five to use one of the newest forms of three-wheeled velocipedes. It is light, kept well oiled, and runs very easily, but I am warned by a neighbor that her boy became bow-legged by means of one. The question in my mind is, was it the use or abuse of it that caused the trouble?

(2) Further, would you approve, later, of his having a suitable-sized bicycle of the "safety" pattern? C.

Brooklyn, N. Y.

(1) Concerning the producing of bow-legs we are skeptical, because we think that this effect would not result in a child old enough to use a tricycle unless he had a decided tendency thereto. We do not doubt that the parents found the child more or less bow-legged after he had used the machine, but think it probable that one familiar with such things would have seen the beginning of the distortion before he had the tricycle. But in any case we do not see how any well-constructed machine could cause bow-legs in a child who would not have become bow-legged by simply walking. By well-constructed in this connection we mean that the treadles shall be so placed that the ankles are as far apart as the knees, and that, in treadling, the legs (knee to ankle) shall rise and fall in parallel planes. We can conceive a machine with so thick a bar as to keep the knees wide apart and to bring the outside of the foot instead of the flat of the sole upon the treadle. Such a machine might aggravate a tendency to bow-legs in a predisposed child, or even an adult.

(2) To our mind bicycle riding, like most other forms of amusement, is healthful or harmful according as the performer knows or does not know how to properly use his instrument or machine. No judicious person answers the question "Shall a boy have a gun" by simple yes or no. If he is a re-

sponsible boy, and properly instructed in its use, he will get pleasure, harming no one; if not, he is a terror to the neighborhood. So in a way we say of the bicycle: If a lad is taught to ride with a good seat, with true leg action, and, above all, with a straight (not necessarily vertical) spine, and chest well expanded, he will get much good exercise and pleasure from the wheel. The exercise will be rather specialized, but not much more so than in ordinary walking, and, at the least, for town or city-pent youth it gives access to fresher air and more elevating surroundings than he could otherwise get without greater leisure than falls to most of us. It puts many of the delights of saddle exercise within the reach of the poor man, not to mention the great celerity of locomotion. But if the boy is allowed to begin to ride in a slovenly manner, such as is daily seen in a large proportion of riders, with cramped legs, bowed back, contracted chest, and head crouching over the handles, a damage will be done to the trunk that is poorly repaid by the development of loin and lower limb. We think that these caricature postures are no more the proper result of bicycle-riding than are the bad manners of the disorderly type of wheelman who considers the highway all his own.

Bicycle-riding is no more to be condemned because some riders are distorted by it than is horseback exercise to be advised against because of the shambling gait and slouchy ways (partly affected, perhaps) of the stable-boy and his "horsey" imitators.

Relief for Swollen Gums.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you please advise me what is good to rub on a child's gums when they become inflamed and swollen from teething?

Beverly, Mass. E. L. S.

We have little faith in such applications as a rule. If there is any ulceration, the use of a saturated solution of boric acid may be useful to prevent further mischief and help to heal the irritated mucous membrane. Applications to diminish swelling which are safe to put into a child's mouth are usually of little value, except so far as the mere doing something may comfort both mother and child for the moment.

Besides the keeping the mouth clean with the boric solution mentioned, let the child have plenty of moderately cool water. It soothes the heated mouth and quenches the thirst likely to be present. For real relief of pain and swelling nothing compares with the gum lancet at the proper time.

Gradual Weaning.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby was born the first week in April. He has never been fed a bit from the table, as I have plenty of milk. He has never been sick, not even to throw up a mouthful of milk; weighs 22½ pounds, and has seven teeth. Now, when will be the proper time to wean him if he continues to be well? Would it do any harm to feed him a little oatmeal? If I should be away past one feeding hour would it do to give him clear cow's milk, or what would be the proper food? Would a graham wafer occasionally do any harm?

Meredith, N. H. MOTHER.

Weaning may begin at any time when natural food is insufficient. If there is plenty of milk, it is better to begin at such time after nine or ten months of age as shall enable you to gradually complete the process before hot weather begins, say, June 1st.

At the age mentioned, if your cow's milk is of good quality, we would give about two-thirds milk and one-third oatmeal gruel. This will make a good mixture to give when you are absent. Give, in weaning, first, one meal of the made food per day in place of a nursing; then two meals, and so on, until the breast is given up. At the age spoken of, there is no need to use a bottle. A cup and spoon is better. He should have about five meals in twenty-four hours, possibly six, say at 7 and 10 A. M., 1, 4 and 7 P. M. Probably he will take about 8 ounces at a meal after he has learned to take food from a spoon. Give him no cracker or anything else solid until he has his four chewing teeth (molars), which will come after the eight front teeth (incisors) if he progresses in the usual way.

Circumcision.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I write to you upon a very delicate matter, but one which I have been puzzling over for a long time, in fact ever since my first child was born.

He is a boy, as is also my second. At the present time among intelligent people and physicians there seems to be much talk about circumcision. Many of my friends have had such an operation performed upon their boys. My questions have as yet not been at all satisfactorily answered. I write to you for help. If it is best it shall be done, but I dislike very much to interfere with nature's plan.

What is gained by such an operation? What is lost by it? Which is greater, the benefit or the harm?

I shall be glad to know your opinion upon this serious question, for my children are small now and this is the time it must be settled. They neither of them have any urinary weakness.

Pennsylvania. W.

The question is much discussed, as you say. The editor's belief, after a good deal of experience, is this:

Nothing is gained unless there existed before the operation an abnormal degree of phimosis, or at least such a degree as to cause irritation locally or remotely. At birth a certain degree of phimosis is natural and is gradually overcome. If the foreskin can be sufficiently retracted to permit perfect cleansing of the parts, usually no interference is required. If it cannot be so cleansed, irritation may arise. Many cases of phimosis can be relieved without a cutting operation by forcibly retracting the foreskin, with or without an anæsthetic as required, and cleansing the parts. Thereafter there is generally no difficulty in keeping them clean. If cleanliness cannot be secured, irritation, inflammation and bad habits may arise.

Some cases of phimosis cause real obstruction to the flow of urine, or bedwetting, or other difficulties. These should certainly be operated upon. The others should be operated on if the manœuvre already mentioned cannot be made or the subsequent cleansing is difficult. If the operation is called for, the removal of the trouble for which it is done is usually gained. Routine circumcision we do not believe in, unless it be done as a religious observance. Practically, nothing is lost if the operation is well done.

Heating Food at Night.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have been using Nestlé's Milk Food for the past month for my nine-months-old baby girl. It is very troublesome to prepare and boil the food two or three times in the night, over an alcohol lamp, and I have been wondering if any harm would ensue from preparing beforehand and merely warming it over when required. If it tastes perfectly sweet and good, why not? If you will give me your advice on the subject it would greatly oblige me. Perhaps I should mention that the baby has a tendency toward constipation.

New York City. M.

It is always fair to any food one is using to use it exactly as directed. But if in making food it be boiled, it can safely be put into nursing bottles which have been *thoroughly* cleaned with hot water and alkali (borax, pearline, washing soda, or what not), and again rinsed in hot water. Cork tightly with rubber corks, cleansed in the same way. Such bottles keep sweet through one day easily. They can be best warmed by immersing the bottle in a vessel of warm water. After giving the meal rinse the bottle and fill with water, to prevent any food drying on, and in the morning cleanse thoroughly again before using. This plan may be as troublesome as that you wish to avoid, but no plan is safe and at the same time easy.

Having answered your question, we may say one thing more. A baby of nine months, or even one of six, ought not to be fed "two or three times in the night." A child of nine months should have nothing between 10 or 11 P. M. (*i. e.*, before the mother retires) and early morning, say, 5 or 6, when a baby wakes, as a rule. It is a rule generally accepted, as all readers of the NURSERY GUIDE know, that after six months a child should not be fed (or nursed) during the hours of ordinary rest for the mother.

CURRENT TOPICS.

Lack of Popular Interest in the Quality of Public School Instruction.

THE characteristic feature of our school system may perhaps be best defined by the single word "chaos," as it lies in the fact that each city, each county, and in some States each country district, has practically the privilege of conducting its schools in accordance with any whim upon which it may decide, being restricted only by certain State laws of secondary importance. Consequently, unless chaos be preferable to law and order, there is no foundation for the opinion held by so many that our public schools are the best in the world. That the schools of different localities should vary greatly in their degree of excellence, owing to the peculiarity of the American system, is but natural.

But what is the educational standard by means of which the degree of excellence of a school may be measured? Upon this point opinions differ. Many believe that there is no science of education; that school is a place where children must be put through certain definitely fixed mechanical processes; that there can be no deviation from these, and that any attempt to vary them must emanate from a brain that verges on the border of insanity. And even to-day there may be found such persons as those of whom Rousseau speaks in his *Émile*, and who are of the opinion that because it is essential for some persons in adult life to pass along roads that are not strewn with roses, it is right purposely to thrust burdens upon the young, purposely to rob childhood of its happiness, so that if troubles and sorrows come in later life, the child will have become accustomed to bear them. On the other hand, there are those who believe in the preservation of the happiness of childhood, and who think that the means with which to gladden the early years of life are at hand. They believe in the science of education. They recognize that certain definite natural laws of mental development have, during the courses of centuries, been discovered; that certain educational principles and methods have been founded upon these, and that such men as Comenius, Locke, Rousseau, Pestalozzi, Froebel and Herbart have not lived in vain.

The elements which exert an influence upon the schools of each locality are four: the public at large, the board of education, the superintendent and his staff, and the teachers.

First.—The Public at Large.—As to the attitude of the public toward the schools, little need be said for the reason that in the large majority of instances it is entirely negative. I do not here refer to that form of interest which is found nearly everywhere in abundance, and which manifests itself among the citizens of most localities in a certain pride in their own particular schools, which they consider the best in the country, but which pride is founded neither upon a knowledge of what is going on in other schools, or even in their own schools, nor upon the slightest knowledge of the science of education; but I refer to an intelligent interest, an interest sufficiently deep to lead one to follow closely the actions of the board of education, superintendent, and teachers, and to seek some knowledge of the scientific development of children. If but one in a hundred would be interested to this extent, I believe that most of our flagrant educational evils would disappear. It is indeed incomprehensible that so many loving mothers, whose greatest care appears to be the welfare of their children, will so thoughtlessly resign the fate of their little ones to the tender mercies of the ward politicians, who control the schools of a large number of cities, and many of whom have no scruples in placing the children into classrooms, the atmosphere of which is not fit for human beings to breathe, and in charge of teachers whose demeanor toward them is rather that of stern officers of the law than that of friend and guide.

Second.—The Boards of Education.—These boards are selected according to

whims. Some are elected by the people; others are appointed, the appointing power lying in the hands of mayors, judges, or councilmen; or a board of education (as at Buffalo) may be simply a committee of the common council. In some cities the board of education is formed by two or three distinct bodies, each of which is so constituted that while it has enough independent power to create a considerable amount of mischief on its own account, it is sufficiently dependent upon the others to prove that the latter are at fault when anything goes amiss. As to the attitude of the board toward the schools, this varies greatly in different localities, the actions of some being governed, to a considerable extent, by selfish motives, whether political or otherwise, while those of others are, in the main, unselfish.

Thirdly.—The Superintendent and his Staff.—The office of superintendent is, in my opinion, one the importance of which cannot be overestimated. Indeed, in the study of the educational conditions in any given locality, the superintendent may be regarded as the central figure, as a careful consideration of what he is, what he does, as well as the circumstances under which he labors, will scarcely fail to point out the reasons why the schools of that locality are upon a comparatively high or low level. When he is a thorough educator (that is, when he has made a profound study of the science of education), spares no pains in instructing his teachers in both the theory and practice of teaching, and is fully sustained in his actions by the board of education, the schools in his charge, if there be not too many, improve rapidly and ever continue to advance. But a modification of any one of these conditions impedes the progress of the schools.

But even when the superintendent labors under very unfavorable circumstances he seldom fails to stamp the schools with his individual pedagogical ideas, thus giving the education in his schools at least a tendency in a certain direction, provided he remains long enough—say, four or five years—in any one city. Superintendents do not, however, as a rule, remain long in one place. They frequently, for political or other reasons, fail to be reappointed, or they accept other positions by reason of higher salaries. By reason of these changes the schools of many cities are always in a transitional stage, never reaching any distinctive character.

Lastly.—The Teachers.—This is, after all, the greatest problem. If all teachers were perfect, how little need there would be for troubling with political corruption and superintendents. But, as has already been intimated, this is far from the case. Indeed, the professional weakness of the American teacher is the greatest sore spot of the American schools. We find earnestness, conscientiousness, and enthusiasm in abundance; but these characteristics, favorable as they are, no more constitute expert pedagogical qualifications than they do expert medical or legal qualifications. . .

As for the remedies? These are simple enough after the causes of the evils are discovered. They consist in taking the schools out of the domain of politics, in employing only professionally trained teachers, and in enlarging the supervisory staff—things more easily said than done. Patronage is not frequently voluntarily resigned, and unless there is some one to take it away by force, it is liable to be retained indefinitely. But who is to wage war for the children unless it be their natural protectors—the parents? And can that body of people, so utterly indifferent to the affairs of the schools, be relied on to do anything toward their improvement?—*From "Our Public School System," by Dr. J. M. Rice, in The Forum.*

Nursery Economics.

IN buying a dress for myself I always had in view its durability and its adaptability to making over for the children. If possible, I got the best of goods, knowing it to be economy in the end; but sometimes the approach of a "conference" would oblige me to have a new gown; with only $3 in my pocket I could not give $10 for the goods. If I did have to buy a cheap dress I always had it made up plainly and then took extra care of it, for in-

ferior goods will not bear rough usage or hard wear like better material.

When my boys were small I made their suits out of their father's old clothes. After many experiments and some failures I finally became quite expert in this branch of business. I learned one fact that every mother of small boys ought to know, namely, that one can so contrive a boy's coat that there may be three pieces in the length of the body, and no observer, however critical, will suppose that it was made so for the sake of economy. Make the coat with a yoke, a plaited body, and put on a belt, to cover the seam at the waist line.

When I had nothing to make over, I at first bought cheap suits for the boys, but I soon learned better than that. The buttons would fly off, the seams would rip, and the button-holes were never worked. They would be in a very short time fit for nothing but a mop or the rag-bag. I then tried the $6 suits and they gave excellent satisfaction. They were well made and would outwear at least five cheap suits; but whenever it was possible I made the boys' clothes myself, for I had learned from political economy that the value of all materials is doubled by the labor put upon them. Muscle was more plentiful than money, and yet I was not very strong. Running the sewing machine long at a time was almost impossible. What could I do? Injure my health? No! for that would not be economy.

One day I found my eight-year-old boy running the sewing machine at full speed. "I am glad you can do that, Paul," said I, "for now you can sew all of the long seams for mamma." He was delighted to be of use to me. In beginning I had to guide the sewing, but he soon learned to do that also, and it has lightened my burden greatly.—*Marion E. Roe, in The Cottage Hearth.*

Recognizing a Child's Individuality.

THERE is a question seldom discussed in print, but often of vital importance in family life. It is the extent of the domination of the parent over the child, especially after the child has reached years of discretion. By domination is meant not merely the right to command, but the exercise of personal influence to such a degree as to dwarf the child's individuality. Now every child is a separate microcosm; the fact that it drew its life from the parent in the first place by no means proves that it is never to have an independent existence. This is a fact that parents are often slow to realize. Especially where there is a strong individuality on the mother's part, there is a tendency to overshadow the child's life, to try at least to make it simply an echo of her personality. We say "mother," for mothers are, I think, more prone to err in this way than fathers.

It may arise from two causes. One is a love of authority, the desire of impressing one's stamp on another. The other cause is the very tenderness of the mother's love, that cannot bear to realize that her child is no longer a part of herself. But the truest love must always seek the highest development of the beloved one, and this can only be gained by allowing it to develop along its own line. No mortal power can persuade an oak to grow after the fashion of a morning-glory, and, even if it were possible, the result would be grotesque in the extreme. Yet this is just what many are trying to effect, for it is a fact that many parents are in the exact position of the celebrated hen who had hatched out a duckling. The only way by which such a child can be made a copy of the parent is by totally effacing its individuality.

This undue domination of the parent may have various results. The child, if of a weak nature, may be completely subjected by the parent, to the loss of all self-reliance and independence of judgment. For instance, an old lady heard that her sister was ill. Unable to visit her in person, she sent her daughter with strict injunctions as to the course of treatment to be followed. The girl, being of the type just mentioned, created much confusion in her aunt's household by insisting on carrying out her mother's directions to the letter, whether they were suitable to the case or not.

Or the child may rebel and embrace the first opportunity of freeing itself from a control found to be intolerable. Doubtless many

hasty marriages spring from this desire for emancipation. Failing in this, a girl may leave home, perhaps exposing herself to great dangers, and leave her parents without the aid and comfort they might naturally expect.

In the third place the daughter may (more or less) patiently endure, striving as best she can to achieve the right of freedom of action, while the mother often complains of the lack of sympathy in her child and wonders helplessly "how I ever managed to bring her up so differently from what I intended?" But in truth the parents are fortunate if, in the restless desire to escape from interference, the child does not fly to the direct opposite of all their teachings, and for the sake of enjoying the luxury of untrammeled action, the liberty of personal choice, choose a path that even its own judgment acknowledges to be evil rather than good.—"*Augusta*," *in the Christian at Work.*

Boys' Thoughtless Cruelty.

"THE Society ought to do something to prevent the proverbial cruelty of boys to small animals, especially dogs and cats," was the earnest exclamation of a lady who recently visited Headquarters.

This is a complaint easily made, and very general in character. The plural noun "boys" includes a large number of very active young people that no form of discipline has ever yet been able to wholly restrain. Not only must we consider this world-wide fact when we are thinking of how to manage boys, but we should remember that most of their offences against animals are the result of thoughtlessness, or ignorance of the pain they inflict. If, therefore, we would improve a boy's disposition we must first awaken in his mind a sense of justice to the lower orders of creation.

We find in an exchange the following impromptu remarks made by a lady teacher to her class, which indicate an example worthy of imitation by all public instructors of the young. "The teacher said: 'I saw a boy kill a toad last night, and I wonder if he knew the little animal is a help to us, or if he thought of the toad's suffering.' Most of the boys looked thoughtful, some laughed, but the boy who had committed the cruel act, evidently thinking himself specially addressed, said, 'What good can a toad do?' When the teacher inquired among the scholars, she found that very few of them knew of the value of a toad in the garden. This lead to a reform in that direction, but a further talk on the usefulness of birds revealed the fact that only a small number of the scholars knew that the bird was of any use whatever."

This is proof that the fundamental education of boys should begin earlier than with their school days, and for this reason it is usually the fault of parents that children are brought up in ignorance of their duties to the helpless creatures over whom they have been given dominion.

Higginson has very truthfully said that "a child reared without the knowledge of pet animals is a solitary being, no matter if there be brothers and sisters, while a child who has animals to tend is never quite alone. A dog is of itself a liberal education, with its example of fidelity, unwearied activity, cheerful sympathy, and love stronger than death; nay, love that is triumphant over shame and ignominy and sin—influences that so often wear out human love or make it change to hate. How many of us hold to our friends with a love as inexhaustible and inextinguishable as that which our dog gives to us? The child especially finds in the faithful creature much of its own impulsive and ardent life; the delight in little things, the ready curiosity, the ceaseless activity, the quick changes of occupation, the unabated interest in existence. Kittens, again, seem sent to give a child just what the dog leaves out: the more refined ways, the soft playfulness, the gentle domesticity, the willingness to be tended and petted. Kittens about the house supply the smaller punctuation in the book of life; their little frisks and leaps and pats are the commas and semi-colons and dashes, while the big dog puts in the colons and the periods."—*Our Animal Friends.*

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SLEEP AND ITS DISTURBANCES IN CHILDREN.

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PERPETUAL motion in things animate is an impossibility. It matters not with what vigor or animus certain organs may functionate when called upon to do so; it is absolutely necessary that they rest a proportionate time. This is peculiarly so of the human body where the change from activity to repose is as regular as the diurnal planetary changes. Of all the attributes of human beings, sleep is the one that dominates them most tyranically. Its deprivation is the cause of the greatest suffering, its presence is nature's most precious gift. During activity of the body and mind it is that most destructive changes go on in the body, and during repose and rest that such changes are repaired, and so it follows that just in proportion as is the tearing down so must be the building up.

Importance of Periodical Rest.

The necessity for sleep varies in different nations, in different people, in different ages and in various other ways. The amount of sleep necessary for an infant is more than double that required for an adult, and this is accounted for by the purely vegetative existence a child lives during the first few months of its life. As it grows older and the ability to acquire ideas is given to it, the necessity for sleep is less manifest. For instance, a new-born babe should sleep continually while it is not feeding, while at one year of age fourteen hours of sleep are quite sufficient.

Although disturbances of sleep are of not so frequent occurrence in infancy as at a later period, their advent at this age is one of the most serious drawbacks to the preservation of health. As a general rule, it may be said that a child who sleeps well, eats well, and thrives vigorously, is able to resist the occurrence and inroads of disease; while, on the other hand, the child who sleeps insufficiently or disturbedly is apt to be peevish, irritable and nervous during the day, and its health becomes seriously disturbed as the consequence. Such children are easy victims of current diseases.

With a little knowledge of the causes of sleep and its ordinary disturbances, mothers and nurses can do much to avert the natural consequences of its perversion.

What Causes Sleep?

For a long time it was thought that sleep resulted because there was an excess of blood in the brain, a blocking up and sluggishness of the circulation as it were; but this idea was long ago exploded, and now all physiologists agree that the underlying factor in the occurrence of sleep is a diminished amount of blood sent to the brain under a diminished amount of pressure. This has been proven in many ways. It is the natural solution of the problem of sleep likewise, when we attempt to reason it out. We know that for any organ, or even individual, to perform its work well and properly, it must have a proper stimulus. This stimulus is furnished to the brain by the blood, the result being that it functionates properly; and, on the other hand, when the blood is diminished, the parts most

highly developed will cease to functionate first, then the others in the reverse order of their importance and development. If we think for a moment what the succession of events are when we pass into the arms of Morpheus we will find that this statement is verified. At first some one or all of the special senses are blunted, objects fade before our view and the eyes gradually close, the hearing becomes less acute and we become less conscious to impressions derived through the other special senses. Then the higher faculties of the brain, such as reasoning, imagination and thought, become benumbed, and gradually we pass into a condition of unconsciousness varying largely with the conditions our brains have been in before sleep ensued.

The special senses are of the highest development and organization, and it is here, by the cessation of their function, that the diminution in the quantity of blood is first made manifest. For instance, we know that one of the easiest and most certain ways of inducing a state of drowsiness is by tiring some of these special senses, such as sight and hearing. A practical manifestation of this is seen every day in the nursery where the singing of a lullaby quickly impresses the hearing of the babe, and sleep is the result. It is seen in another way in sleep that is induced by the ill-advised habit, more in vogue formerly than at present, of rocking. Those who have sat by a cradle and watched an infant from the time it is first put in until it is asleep have noticed that at first it lies with its eyes wide open, and, while it rolls from one side to the other with each swing of the cradle, its eyes travel over a large area, but do not dwell on any one spot sufficiently long to have its little mind impressed; in this way its brain becomes fatigued with a good deal of rapidity, and sleep rapidly follows. An example of the soporific effects of external impressions can be seen much more vividly on the Sabbath when one finds himself constrained to listen to a discourse unentertaining, both in sentiment and delivery, and especially with the larger part of his neighbors about him in various degrees of somnolency. Southey, who was a martyr to insomnia, relates a most amusing incident of how he successfully applied this last method to induce slumber. After having exhausted every other means, he says that at last Morpheus reminded him of Dr. Torpedo's divinity lectures, where the voice, the manner, the matter, even the very atmosphere and the streamy candle-light, were alike soporific; where he who, by strong effort, lifted up his head and forced open the reluctant eye, never failed to see all around him asleep. The memory of this course of lectures, heard twenty years before and called up in the imagination, was sufficient to induce the desired sleep.

One is often surprised to see the rapidity with which young children drop off into sound sleep, but it is a simple exemplication of their weak powers of attention, and anything which diminishes this attention induces sleep. After the mind has been strained or excited in one particular direction and the reaction follows, sleep comes on very quickly. The physician is often called to see children who have received a fall, or some other injury which has had no other effect than to cause a fright, and finds when he arrives that the child is sleeping placidly and more deeply than naturally. As the result of the fright a larger amount of blood was sent to the brain, and this, disappearing with a rapidity corresponding to its occurrence, resulted in the condition which is the basis, or at least the most common attending condition, of sleep, viz., diminished amount of blood.

Aids to Sleep.

Knowing, then, that this condition of the circulation is the *sine qua non* of sleep, means should be taken to facilitate its occurrence and to remove any obstacles that might hinder it. In this way attention should be given to the temperature of the sleeping room, the position of the head, the amount of pillow and covering, and the position the child should occupy. It is unnecessary to say that the night dress about the neck should be sufficiently loose, so as not to offer the slightest degree of constriction, and it should be made of flannel or silk. The pillows should not be too soft, and of

only a moderate height. A slight elevation of the head contributes to bring about the desired condition as regards the circulation in the brain; while, on the other hand, if the head be too high, the heart must work harder to pump the blood in, and therefore it will enter with a greater degree of force—an undesirable result.

Regarding covering, it is here that mothers err most often. It is no uncommon occurrence to have a child put to bed with no more covering in the night than it had in the shape of clothing during the day. Yet during the night the window is probably open, the temperature of the body has dropped from ½ to 1 degree, and the vital functions are all at a lower ebb than they were during the day. Of course, combustion is at the bottom of all heat production, and in the human body it is the combustion of the food stuffs with the oxygen that is taken in at each respiration which results in the formation of animal heat. This process of combustion goes on mostly in the blood; and as the circulation of the blood is slowed in sleep, as has already been pointed out, it will be readily seen that less heat is manufactured during the night than during the day; and it follows that greater precaution should be taken for the conservation of the bodily heat during the former than during the latter. As a matter of fact, however, this is often neglected. It matters very little what the temperature of the sleeping apartment is, so long as it is not above 55 degrees, and providing that when it is cooler the cold air is prevented from coming in too direct contact with the child's body, and thus causing too rapid radiation of heat.

Of course, there is such a thing as putting on too much covering at night, but the danger is more apt to be that there is too little than too much. An excess of clothing has a tendency to increase the caliber of the blood-vessels, and, therefore, to allow of a larger accumulation of blood in any of the organs, and particularly those more directly in contact with the pillow and the bed, viz., the head and spinal cord. This, therefore, should be looked after.

A moderate degree of warmth predisposes to continual and undisturbed slumber. A child put to bed in a moderately cool room and with sufficient covering to keep it comfortable while the temperature of the room remains the same, will sleep on undisturbed. Toward morning, however, when the mercury falls considerably, the cold air will stimulate a greater activity of the heart and respiration in order to obtain the necessary elements for the manufacture of bodily heat, and the results are that more blood is sent to the brain, and the child awakens. This is a conservative process on the part of Nature to prevent us from taking cold. If the stimulus is not of sufficient intensity to cause complete awakening, it will result in sufficient blood being sent to the brain to call some of its functions of intelligence into activity, and the results are dreams, denoting imperfect slumber and restlessness. It is not at all necessary that the entire surface of the body should be exposed to the cold in order that these influences may be transmitted to the brain; frequently it results from cold hands and feet alone, and occasionally from other forms of irritation. Intense heat will do the same thing, and such is the cause of early wakefulness in summer when the thermometer indicates a high degree even in the early morning.

As regards the position of the body most conducive to normal slumber, it may be said that young children sleep best when on their back, but as they grow older they should be accustomed to sleeping on the right side. The right side is to be preferred to the left on account of the heart and stomach being on the latter side, and pressure on either one is not always borne without remonstrance.

Too much care cannot be expended in getting perfect ventilation for children's bedrooms. Such perfect renovation and restoration of the tired and wasted parts goes on during sleep that it is a pity to hamper this beneficent influence by stinting the amount of fresh air. When the ventilation is perfect the child awakens chirping and bright, and is full of activity and life, for the reason that during the night all the waste products of the system, the result of the previous day's activity, have been eliminated from the system. If, on the other hand, the access of fresh air has

been imperfect, the child arises peevish and unrefreshed, and a continuous recurrence of this will soon result in manifestations of ill health.

Common Disturbances of Sleep.

The most common disturbances of sleep in infancy are night terrors, insomnia, nightmare, dreams and sleep-walking or, as it is technically called, somnambulism; and of these the most painful and distressing to witness is the first named. Insomnia, which in later life becomes so troublesome, is comparatively rare in infancy. Children who suffer from night terrors are generally weakly and delicate, and frequently of nervous parents. They are rarely strong and robust and often are troubled with some disorder of digestion, although sometimes this disturbance occurs in children who are generally otherwise quite well.

The attacks ordinarily come on in a very abrupt manner. The child has been put to bed apparently well, and after sleeping from one-half to two hours, suddenly starts up with a most terrifying shriek, accompanied by gestures indicating that he sees something which is repulsive and is frightening him. The eyes may be wide open and staring; he calls loudly for his mamma or nurse, but when they approach he does not recognize them, and perhaps struggles to get away from them. Soon a profuse perspiration appears, and after a variable time, lasting from a few minutes to an hour, he begins to recognize his surroundings, and frequently, without becoming thoroughly awakened, nestles up in his mother's arms and sinks into a peaceful slumber like the one from which he was aroused. Sometimes, when thoroughly awakened, he can give no idea of what frightened him, and, if old enough to talk, seems to be somewhat reticent about mentioning it; then after passing a large quantity of urine he quickly goes to sleep. Often these children while in attack will make gestures as if warding off some repulsive or dangerous object, and, again, will cower in the corner or under the bed as if endeavoring to escape from some imaginary foe. Frequently when the mother or nurse attempts to soothe them they will continue to struggle in efforts to escape. These attacks recur at varying intervals, frequently not more than once a week, and it is very rare for a child to have more than one attack in the same night.

When we attempt to trace a direct connection between the attack and some immediate cause we often find that it is impossible. Occasionally the child may have had a fright, or has been punished, or has gone to bed with an over-filled stomach, but ordinarily none of these factors will be present. Teething has been thought to be a cause, but these attacks are most apt to occur between the ages of two and six years of age, a period when the first teeth have already appeared and the second are not due. In some instances there is no doubt but that the appearance of an attack may be due to that most barbaric custom of telling blood-curdling ghost stories, and particularly from a nurse filling the mind of the child with the idea that goblins are standing ready at the gates to carry it away and subject it to the most inconceivable sorts of punishment if it does not go to sleep right away; as a consequence such children are frightened into sleep, but the impression made by the threat is still rankling in their unconscious thoughts and it starts up a mutiny in the otherwise well-regulated brain. Ghost stories are most pernicious at their best, and even when told to adults; but when told to nervous, irritable and easily excitable children, it is little less than manslaughter. The degree of suffering which such children endure when left alone or placed in a dark room is hardly conceivable.

Fortunately, the occurrences do not lead to any more serious disorder and are quite amenable to ordinary domestic treatment. It is unnecessary to state that the cause for an attack should be seduously looked for, and, when found, removed at once. Such children should have a very light supper, from which meats must be absolutely excluded and likewise sweetmeats, for there can be but little doubt that these are often potent factors in causing an attack. If the child has been noticed to breathe through the

mouth while sleeping, or if he snores, his tonsils should be examined, and treated if enlarged, or if he has symptoms of catarrh. In the same manner constipation, if it exists, should be overcome by the administration of a teaspoonful of rhubarb and soda mixture when the child goes to bed. If during or before an attack the child wets the bed, the nurse should be instructed to awaken him on the following nights and take him up in anticipation. Such a child should be given a cold sponge bath every morning the year through, followed by a thorough rubbing down with a crash towel until the skin is of a scarlet red all over; he should then be warmly but lightly clad and encouraged to get moderately tired by playing in the open air. If he has a tendency to take cold easily, this is the best indication that he is not assimilating sufficient fatty foods, and small doses of cod liver oil should be given after each meal. It is strange how little objection children whose system calls for cod liver oil make to taking it. Many a child have I seen who has learned to call it "ice cream medicine," and to take it with avidity.

It has often been suggested that these children when they have an attack of night terrors be dipped into cold water to cause their terrors to end; but this cannot be recommended. They should, on the contrary, be soothed in every way possible, and an endeavor made to call into activity the higher parts of the brain, and so get completely aroused.

It is needless to say that, if the attacks are due to any condition of depraved health, such will need scrupulous attention from a physician; but attention to the diet and the hygiene of the sleeping apartment will prevent the recurrence in a large proportion of the cases. From the fact, as already stated, that these attacks are more apt to occur in patients who are nervous and irritable, measures should be taken to discipline their minds at the same time with their bodies, and so restore the stability necessary to both.

We shall speak next month of some of the causes of wakefulness and dreams.

WILL HE OUTGROW IT?

BY V. P. GIBNEY, M. D.

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THE answer to this question is so often demanded of the physician or surgeon who has much to do with children that it may not be out of place to mention, in brief, some of the bodily ailments and deformities which prove so distressing to the anxious mother.

The mother of many children has long since learned that many little defects are outgrown, and she looks quite complacently on the younger mother when she finds the little one walking, for instance, on the toes and balls of the feet, or when the limbs appear too much bowed, or when the child rolls to one or the other side of the foot, showing weak ankles, or when one shoulder is a little higher than the other. Let us, therefore, take up this question in detail.

(1) *Slight Drop-Foot.*—I use this term to indicate a condition which is shown by the child walking on the toes and balls of the feet rather than getting the heel squarely down. This suggests always to the mother the possibility of club-foot, and she naturally believes that the deformity will increase and that the child must eventually be put in irons or be subjected to an operation.

If a child begins to walk at the usual time and presents only this little defect, there need be no fear about any increasing deformity or anything that will require operative or me-

chanical treatment. One can take the foot in the hand and move the ankle joint in all directions without any resistance. Again, by tickling the sole of the foot, the child itself will execute all the movements, and these two procedures alone ought to satisfy one that there is nothing materially wrong about the muscles, the bones or the joints.

If a child is late in walking, say, does not walk until it is two or three years of age, and then, when put on the feet, bears the weight on the toes and balls and is inclined to cross one foot over the other, the case presents a more serious aspect. Already it will have been noted that the speech is very indistinct and imperfect; that the movements of the hands are not as they should be; that the child is very excitable, laughs inordinately and cries without any special provocation, and that it has always been constipated. All of these conditions have weighed so upon the mind of the mother that the deformity of the feet is regarded as of little consequence. Fortunately, this kind of a case is rarely met with in practice, and many physicians are consulted before the facts are fully appreciated. We call it spastic paralysis or spastic contraction, and the question, "Will he outgrow it?" may be answered, with a good deal of caution, negatively. Lest the readers of this journal may look for cases of this kind, let me assure them that, as already stated, they are very rare, and that a child who begins walking at the usual age is not thus affected. Drop-foot, therefore, as it occurs in young children between the tenth and eighteenth months, has no significance and it is always outgrown.

(2) *Weak Ankles.*—By weak ankles is understood a turning of the foot to one or the other side as the child walks or stands. The shoe indicates this; and an examination of the foot will show a natural contour, the functions of the joint are good, there is no bony deformity, no special laxity of ligaments, that the parent can discover. The child is usually heavy, and its nutrition has not been the best. There is generally at the bottom of the trouble a mild grade of rickets, probably long since corrected. The age of the child presenting weak ankles is from the twelfth month to the second or third year. It may be safely stated, in a general way, that children do outgrow weak ankles, especially if the hygienic surroundings are good and if the child has an abundance of oxygen, such as can be obtained in any part of the country. Don't allow such a child to remain indoors the greater part of the day. Let the diet be regularly administered and let it be nutritious. Let the shoes fit well and have broad soles. Laced shoes are better than buttoned shoes, for the reason that the buttons are so poorly secured to the leather and the button-holes are so flimsy that the uppers are quickly stretched and the joint structures are subjected to strain. Stiff counters to a shoe afford very little protection in cases of weak ankles. There needs to be a good base of support. Any unresisting leather about the ankles is apt to interfere with the growth of muscles and tendons and thus perpetuate a weak ankle. By proper attention, then, to the footgear of the child, weak ankles can be easily corrected and the child will outgrow them.

(3) *Bow-Legs and Knock-Knees.*—These deformities become at times painful from a cosmetic standpoint, but very seldom interfere with the growth and comfort of the child. A number of children have a slight degree of bow-leg, where, for instance, the distance between the legs is about an inch and a half or two inches, that really amounts to nothing at all. Then, again, children who are quite fat and chubby bow throughout the whole length of the limb; the knees are far apart. As a rule, children of this class do outgrow the deformity. It is seldom that anything remains permanently after such a bow-leg. Where there is a sharp curve in the lower part of the leg, just above the ankle, it is highly improbable that the child will outgrow it. It is the uniform bony curve that is so harmless and that is not lasting.

The same is true of slight knock-knees, where the ankle stands about two inches apart and the knees touch. My advice to such patients usually, when brought to me, is that a little attention be given to the shoes.

So for bow-legs, build the shoes so that the knees will closely approximate, and in knock-knees build them so that the knees will separate a little, and wait for the influences of time and diet and hygiene.

So long as the mother does not get morbid over the subject, and does not think that the deformity is hideous, I prefer to postpone the application of apparatus indefinitely. The employment of irons or braces, at best, accomplishes very little. I mean those which one gets at the instrument-maker's, and which figure in most of the instrument-maker's catalogues. If they are at all efficient, the pressure on the parts is so great that the child objects, and the mother yields to the child's objections. The rule among surgeons is not to operate on these limbs under eight or nine years of age, and in nine cases out of ten, by the time this age is reached, there is no deformity to correct. It must be understood, of course, that I refer to children in the better walks of life, children whose parents are in a position to get the best hygienic surroundings and diet, etc. In the humbler classes, among the very poor, where a child is crowded in a close tenement where the air is all the time vicious, and where the food is not only irregular, but far from nutritious, such children need competent medical advice, and it is unsafe to wait for the child to outgrow the trouble.

(4) *Deformities of the Chest and Back.*—Under this heading I include round shoulders, lack of symmetry between the shoulder blades, a prominence of the breast bone known as "chicken-breast," or a depression at the lower end, known as "bird's-nest" deformity. All of these deformities in young children are but the outgrowth of rickets, and, when not exaggerated, may be classed among the affections which a child will outgrow. It is best in all cases to have the little one seen by the family physician and rely on his judgment. This article is not written to deprive one of medical and surgical skill, but to allay a degree of anxiety in young mothers which the editor of this magazine always considers.

The appliances for pigeon-breast are, as a rule, unsatisfactory. For round shoulders, light gymnastics, either at school or in a gymnasium, are preferable in all cases to what are known as shoulder-braces or spinal braces, and the development of muscles and the chest itself must always stand preëminent.

A long list of deformities and defects in the human system might be given which the child will not outgrow, but a mere mention of these would cause more anxiety, perhaps, than could be well allayed by any article in this journal.

PRACTICAL HINTS REGARDING THE ADMINISTRATION OF MEDICINES OR APPLICATION OF REMEDIES.

BY LEROY M. YALE, M.D., NEW YORK CITY.

THE giving of medicines often requires a little tact, and a knowledge of details helps exceedingly to the successful administration. Before entering upon these details, a few general remarks may be made.

First of all we would deprecate the practice often indulged in by the ignorant, and sometimes by those who should know better, of holding up the physician as a bugaboo and the administration of medicine as punishment, or, at the least, a thing to be dreaded. Medicines sometimes are unpleasant, more commonly need not be, and in any case it is the part of wisdom to prepare the way for a possible need by speaking of remedies as helpful rather than as objectionable, and of the physician as a family friend in time of need rather than as a beadle or nursery exe-

cutioner. This advice is fortunately now less necessary than formerly, and the "Doctor" is in many houses quite as popular in the nursery as he is anywhere. And we have known certain pious frauds to work to advantage, such as in families where candies are rarely admitted to always call them "medicine," which name therefore became associated with a pleasant rather than an unpleasant thought. Further, medicine is taken best in those families where discipline is best. What the mother thinks best the child accepts, medicine included.

Another general suggestion is this: Do not make a parade or fuss in getting your remedy ready. If anything of the sort be necessary, let it be done out of the child's sight and the remedy be brought when ready for administration; it may then be swallowed without objection, while, if time had been allowed, antagonism would have been excited. Make the giving of each dose as tidy as possible.

If doses are to be given frequently, or for some time, it is of help to make out on a slip of paper a schedule of hours for them, and as each dose is given, draw a line through that hour. This shows, afterwards, not only when the dose should have been given, but that it was given. The plan is especially useful to avoid confusion when more than one remedy is required. The tumbler covers with dials are handy, but only when the medicine is in liquid form.

Liquid Medicines.

Liquids constitute the chief form of medicine given to children, owing to their inability, as a rule, to take other forms. If a medicine has little taste, or at least little disagreeable taste, this form is unobjectionable, but otherwise the other forms are preferable as soon as the child is old enough to take them, as in them taste can in one way or another be hidden. Medicines are sometimes insoluble and must be given in some more solid form. It should be remembered that some infants dislike to take anything into the mouth except by sucking. It is rather hard to teach such children to take even a drink of water from a cup or from a spoon. The readers of THE MOTHER'S NURSERY GUIDE know that it always recommends the giving of water even to the youngest suckling, and it is an additional reason for so doing that by this means the child learns to take liquids from a spoon or cup, and has less difficulty in taking medicine in case an emergency arises. If a medicine is prescribed by a physician, learn from him just how it is to be given, even as to the amount of water in which each dose is to be administered. This latter point may not be important in many cases, but in another it may. For instance, saline medicines largely diluted may act upon the kidneys, while, if less diluted, they would more probably act upon the bowels.

As a rule, medicines which are in any degree pungent or which might be irritating, should be largely diluted, or water be given directly afterward. On the other hand, medicines which have a decided taste should be diluted as little as is consistent with the foregoing rule, in order that the disagreeable taste may not be unduly prolonged. It is not good policy to sweeten such medicines, but rather to give the *douceur*, whether a sweet or a tasty fruit, immediately afterward. Sometimes a decided taste, as of orange juice, in the mouth just before the medicine, is an excellent disguise, especially if it be repeated just afterward. We will speak of this more fully presently.

If a liquid is to be given in doses of a certain number of drops, especially if given frequently, much time and annoyance may be saved by mixing a number of doses at once. For instance, suppose the physician has ordered that a drop of tincture of aconite be given every hour or half hour until certain effects are produced. The dropping a single drop thus often is sometimes difficult, especially with the agitating circumstances which attend a baby's illness. It is then better to drop into a tumbler or some other convenient vessel a certain number of drops of the medicine, it does not much matter just how many, if they be counted. Then add the same number of teaspoonfuls of water, and mix thoroughly by stirring. Evidently each teaspoonful will contain one drop of the aconite, and

it is only necessary to stir the mixture well before each dose and to take up the teaspoonful, to ensure the proper quantity. If the dose were larger, it is easily gotten at by giving the requisite number of teaspoonfuls; or, if smaller, by adding a proportionately larger number of spoonfuls of water at the start. In any case drop the medicine before adding the water.

In spite of the advances of pharmaceutical chemistry it is sometimes necessary to give solutions containing acids either as such, or as helping the solution, like some preparations of iron. These solutions "set the teeth on edge," and fears are naturally entertained, and sometimes with reason, lest the teeth be injured. In such cases it is well, unless the physician has a reason to the contrary, to resort to the following device to prevent harm. Before giving the dose, dissolve a little baking soda, say, a good pinch, in a third of a tumbler of water, warm water we prefer. As soon as the acid dose is taken, let the patient rinse the mouth with the soda, which neutralizes the acid and removes the "on-edge" feeling. If the child is too young to do this, wash the mouth with a rag dipped in the soda. Older children can also prevent harm to the teeth by the use of a tube or straw in taking the acid.

Oily liquids require some special attention. In domestic practice, and on the whole wisely, castor oil plays an important rôle. The fact that this remedy keeps its place in spite of its well-known inconveniences is evidence of its usefulness. But its giving need not be made so difficult as it often is. If the oil is fresh and of good quality, its taste is not nearly so bad as that of many things more readily taken. If through carelessness the oil becomes rancid, it is a nauseous dose. Oils exposed to the air, especially in warm places, easily undergo changes, and the following precautions should be observed as regards castor oil, cod liver oil, emulsions of either, or of almond oil, often used in cough mixtures. Keep always in as cool a place as practicable. Before giving a dose, see that the neck of the bottle is clean on the outside. Pour out the dose carefully and clean the stopper and neck inside and out before the former is replaced; then cork tightly. The reason of this is that if a film of oil is left exposed to the air, it soon becomes rancid, and in pouring the next dose some of the rancid oil goes with it—enough to give a taste; and when the pouring ceases, the oil that returns to the bottle carries with it some of the rancid oil, enough often to set up a similar process in the bottle. Similar precautions are useful, but not so necessary, for syrups or thick solutions containing gum or sugar.

In administering oils (and we may take the castor oil as a type) it should be remembered that a good deal of the objectionableness is due to the viscidity. Therefore, first heat the spoon by immersion in hot water, or in any other way. If the child is old enough to be allowed, or to have acquired a liking for, sapid things, it is well to squeeze a little orange juice into the hot spoon, then pour in the oil and squeeze a little more juice over the oil. The heat of the spoon makes the oil flow more readily, and the juice above and below renders the oil hardly recognizable. If the baby is so young as to object to the spoon *per se*, there is no use in trying to disguise the oil, but this heating of the oil or spoon is always helpful.

This is a proper place to say that we believe that much of the disgust manifested by children for medicines is simply imitation of their attendants. When, many years ago, we were told by an old physician that children rarely objected to cod liver oil unless they had seen their elders make a face at it, we were surprised, but experience has convinced us of the correctness of the statement. So far as we have observed, more children actually like cod liver oil emulsions, for instance, than object to them.

Medicines in Solid Form.

To little children, powders, pills, capsules and tablets are often more difficult to administer than any liquid. This is frequently so because to them swallowing has been an automatic act, and when they endeavor to swallow, even with the best intent, a small object, it is likely to lodge in some part of the mouth over which the child has little control.

This, and not the covering of the taste, is the secret of the success of the old-fashioned device of hiding the pill or powder in a good-sized crumb of bread. A large and sufficiently soft bolus is thus formed which the tongue can readily manage. The draft of water acts in the same way. It can be swallowed, and with it goes the dose. This also is one of the advantages of the wafer paper used in administering medicines. Common thin white tissue paper will serve to hide a bitter powder if no better cover is at hand. It may then be taken as a pill, placed well back on the tongue and swallowed immediately with a full draft of water.

There are one or two points about the physiology of swallowing which, if understood, are helpful, namely, first, that swallowing is made easy by the action of the saliva moistening the mass to be swallowed; but if, to avoid taste, speedy swallowing without time being allowed for insalivation be required, or if by reason of fever the mouth be dry, swallowing will be more than usually difficult. Hence another reason for the drink of water. Secondly, that while the passing of the bolus to be swallowed through the mouth proper is done by the muscles of the tongue, which are voluntary muscles even if they act unconsciously, when the bolus reaches as far back as the uvula, it comes within the domain of muscles which act spasmodically and force it down the throat. Every child knows that if it allows a candy to get too far back on the tongue, it "slips down the throat." Hence, if by reason of nervousness or of anything else a pill cannot be swallowed, it is only necessary to place it upon the back of the tongue, and it must go. If there is left a sensation that it has "stuck" anywhere, a draft of water will remove it.

Poultices.

The making and application of poultices requires a little knack or knowledge. The materials used may be various, but a few kinds only are in very common use, such as freshly ground flaxseed, ground slippery-elm bark, and bread and milk. Whatever is used, the mixture must be, when done, entirely smooth; nothing hard or harsh is admissible. If bread and milk or bread and water be the materials, the boiling water should first be poured into a hot bowl, or the water may be heated in a saucepan. In either case the bread-crumb, no crust, should be broken into it and the whole beaten together with a fork, to keep the mass as light and soft as possible. Flaxseed meal or ground elm bark may be stirred into the hot water and heated till the mass boils or steams and becomes soft. A poultice should not be so stiff as to be harsh, nor so thin as to run.

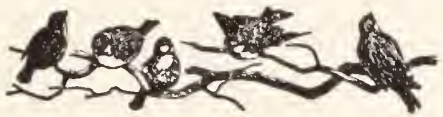
Any soft, thin fabric of sufficient strength will do for a poultice cloth. Of late years the porous materials known as cheese cloth and butter cloth have in great degree displaced others. They are very suitable to the purpose and so very cheap that they may be thrown away without thought. Bags of these materials of suitable size may be made, into which the poultice mass is filled when ready and the open side stitched up, or a suitable piece of the stuff may be laid upon a hot plate and the mass spread a ½ inch thick or more, the edges turned over and stitched together if they do not remain in place without. The poultice should be always large enough to considerably more than cover the surface to be acted upon; a boil, for instance, having a reddened surface 2½ inches across, will require a poultice 4 inches square at least.

One of the inconveniences of poultices is their drying and sticking to sensitive surfaces or to parts upon which short hairs grow. This may to a great degree be obviated by first putting oil or vaseline upon the surface of the skin or of the poultice; and both the drying and cooling may be hindered by placing over the poultice a piece of oiled silk or gutta-percha tissue, and over it again some cotton batting, the whole to be kept in place by a bandage or the like. The older method of making poultices covered on one surface only with cloth favored this sticking, but the open-textured kinds of poultice cloth mentioned may cover both surfaces of the poultice mass, one lying between the latter and the skin.

In putting on a poultice let it approach the

surface to which it is to be applied gradually and put it in place as soon as the heat can be borne. It usually needs renewal in a few hours—two to four on an average.

In the absence of any suitable poultice material a temporary substitute may be found in a thick piece of cotton batting, or, still better, absorbent cotton, dipped in hot water, pressed partly dry, and applied and treated, as to covers, as advised for a poultice.



A NEGLECTED FACTOR IN EDUCATION.

BY LOUIS HEILPRIN.

II.

IN the training of young children our efforts are mainly directed toward providing an abundant and varied supply of nutriment upon which the intellect is to be reared, and toward rendering the mental mechanism as effective as possible by bringing its various parts into play according to a systematic method. We provide an endless wealth of material through verbal intercourse, books and contact with nature, and strive to develop the attention, the memory, the faculty of analysis, the critical faculty, etc., but, as a general thing, we do not concern ourselves much with the obscure process which is in the meanwhile pursuing its subtle course, the evolution of specific proclivities. We appear to take it for granted that this process is to be left to itself. What proportion of the thought bestowed upon a young child's training is devoted to a deliberate and painstaking investigation of the course which his intellect is taking, or is likely to take, or of the influences which are at work? We are usually content with affording him the medium in which our own intellects were developed, or in which other children in similar circumstances are reared. For years we leave the rest to take care of itself.

When the child ceases to be a child we frequently realize how different the result is from what might have been expected to ensue from the agencies that had been brought into play. We realize that influences have been operating in these early years to shape the intellect too subtle to attract our attention. It may have been our endeavor to excite the child's interest at every step as far as possible in what was placed before him; we were anxious that whatever food was absorbed by the mind should go to quicken its activity. What we failed to perform was to investigate and regulate the sources whence the mental nutriment was derived.

We seldom seek to analyze the influences at work in the accidents of environment (other than those which represent our conscious endeavors in the way of direct teaching), such as the character of the child's physical surroundings, the personal traits and mental bias of those about him, the nature of his intercourse with his companions, the amusements and occupations which happen to prevail in the neighborhood, the material facilities afforded for the gratification of the constructive instinct, the nature of the many gifts which represent the capricious taste of friends and relatives, the books which happen to be within his reach, the conditions with regard to contact with art in its various forms, travel, change of abode, visits from strangers, etc. We are every now and then reminded how potent these factors are in the moulding of the intellect; but so bewildering are they on account of their multifarious

character, and so unobtrusive by reason of our being habituated to their presence, that we are seldom more than passive with respect to them. Any speculations that we may indulge in from time to time as to the real drift of the child's mind are for the most part of a very superficial character. Parents are not given to making systematic efforts to ascertain what is actually going on in the youthful brain, and often allow themselves to be misled by deceptive clues.

When our child appears to be doing well in a particular branch of study, we are apt to say in a general way that he is interested in it. But how do we know that he is interested in it? What do we mean by "interested?" Do we mean to say that the child's thoughts are actually engaged in the subjects in question, or merely that the study is congenial to him, that he finds excitement and pleasure in the exercise? The two conceptions are, of course, widely apart. A boy may enjoy nothing more than the fun of climbing trees, but does this mean that he is interested in trees? Frequent contact with them in their various forms may, indeed, develop interest in their nature and growth, but this interest is by no means indicated by the joyous activity displayed by the lad in the exercise of climbing. So it is in a great measure with the studies of children. A child's willingness or eagerness to pursue a particular branch of study, even when coupled with the display of considerable aptitude, must not in itself be taken to imply a real interest in that class of subjects, an interest that will survive when the exercise will cease. Children enjoy exercise, mental as well as physical, and it will not infrequently happen that the "brightness" of a child in a particular study means little more than that he is more keenly alive than his classmates to the pleasure involved in the exercise through which he is made to pass. He may, for example, long for the half hour to arrive which is devoted to the parsing recitation, and yet be as devoid of any real bent of mind in the direction of philology as those of his companions to whom this half hour is a trial. Outside of the time devoted to study and recitation he may possibly hardly devote a thought to the subject of language or grammar.

In like manner we may have a pupil astonishly proficient in his geographical work, who can lay down boundaries as though the map actually existed in the mind's eye, who can at once locate all the capes, promontories and rivers he has ever had in his lessons. We must not take it for granted that this child, as he grows up, will care much more than his fellows to know all about the globe in its physical, political, ethnological or picturesque aspects. We ought to make all the allowance possible for the fact that this apparent exhibition of interest may be little more than the expression of the fondness for a particular form of mental exercise. The same child might experience a similar pleasurable excitement in a game which should consist in the display of one's readiness in locating the streets on a topographical map of some city of whose very position he may be ignorant.

Another pupil will rejoice in his ability to recite the Latin conjugations, and he may stand at the head of his class in that language, and yet his real interest in the matter of philology may remain so slight that when he comes to take up the study of the Greek verb it will hardly enter his mind to note the points of resemblance in the conjugations in the two languages.

Still another pupil will astonish his parents and teachers by his proficiency in the matter of historical dates, or perhaps by his familiarity with the genealogies of royal houses. We cannot with safety argue from this that he has any real taste for history. Even an intense fondness for the perusal of historical works displayed by the child need not be taken to foreshadow a deep interest on the part of the mature individual in that which really constitutes history. The recital of the struggles of rulers and nations, with all the details of martial exploits, naturally stirs young breasts, but the excitement derived from the reading of fascinating historical narratives may altogether fail to induce in the mind the habit of meditating upon the past. Even in arithmetic, great aptitude in the use of figures

does not of necessity argue a mathematical turn of mind.

The evolution of mental energy of a higher order is a process into which the educational influences exerted consciously or unconsciously by the child's guardians enter as a much weaker factor than it would be natural to assume. The adventitious conditions which are so potent in determining the ultimate bent of our children's minds we hardly seek to control, and the activity which we deliberately put forth is to a great extent rendered nugatory in its results by other influences with which we have not attempted to interfere. The problem that presents itself is a double one. What may be termed the positive side of the problem is in how far the educational process might be rendered more effective as a formative agency. On the other hand, we should have to inquire what means might be employed to counteract the influences tending to divert the intellect into certain specific channels to the exclusion of others.

Descending from this problem respecting the share which parental guidance in the broadest sense may have, or may be made to have, in the evolution in the child of those mental powers which bear the individual onward to distinction in some special field, we are drawn to inquire in what way and in how far the educational agencies which operate in our everyday life tend to develop in the child the less pronounced forms of specific intellectual activity which make up a cultured mind.

When we simply view the matter of education in the narrow sense—the systematic instruction and training of the child—we perceive that the mental discipline to which the pupil is generally subjected is not one prepared with special reference to the constitution and proclivities of his individual intellect, but one that has been adopted as the most efficient mechanism for the development of an aggregation of intellects. Even where the education is solitary, the mechanism is rarely adjusted to the requirements which a careful diagnosis would indicate. The chief aim in view is that the child shall advance with active steps along the paths traced out for him. Insufficient allowance is made for the fact that some roads are relatively vastly harder or easier to travel in the case of different individuals, and that the relative degree of weariness in the case of individuals of equal strength is a result compounded of two factors, the amount of exertion and the amount of stimulus. As long as the pupil appears to be traveling faster than most others who have been started on the same road, we are, as a general thing, satisfied, and speculate but little as to what are the things which occupy his mind most during the long pilgrimage. We take it for granted that the journey will prove a wearisome one, but we fail to realize that we are in a great measure responsible for its hardships, forgetting that it was in our power to lay out a much more agreeable route, instead of adopting without sufficient reflection that which others had thoughtlessly recommended as the best, merely because it was the one which they had happened to adopt through force of example.

We seldom stop to inquire whether the successive steps in this journey are those which are likely to lead toward the ultimate goal, and while intent upon the child's progress we often forget what the ultimate goal ought to be, if, indeed, we have recognized it: the development of a vigorous and active intellect. Our energies are directed toward teaching our children how to think clearly, logically, broadly, quickly, accurately, but we are apt to lose sight of the fundamental thing, the activity of the brain. We teach our children *how* to think, but do we teach them to think? What proportion of the boys and girls who issue from our lower educational institutions, or even of the young men and women graduated from our higher institutions, have really learned to think, to do any thinking? What proportion have become actually interested in the learning and science placed before them? Do the years spent upon Latin grammar and Latin texts excite in our students a genuine taste for classical studies, or even a feeble interest in the things of antiquity? Every year a vast army of youths and young women is drafted into the classical curriculum, and yet one can almost as little

expect to find a Latin or Greek text in an ordinary private library other than the annotated school editions, as to find a Latin or Greek manuscript. In very few of the students, indeed, do these years of study awaken any genuine craving to know more about the age and the people whose literature forms the subject of their daily tasks. Suppose that the professor at the end of the college year should suggest that part of the long summer vacation might be pleasurably and profitably employed in the perusal of Gibbon or of Grote, how would such a proposition be received? What proportion of our rising classical scholars who have passed through the regulation drill in the first six books of the Æneid dream for a moment of settling down to finish the immortal epic?

What results attend the teaching of history in our schools? Does it awaken an active desire to become acquainted with the world's past? Does it induce a spirit of speculation and of meditation with regard to the forces which have operated to shape the destinies of peoples? How many of our young men or women ever attempt to inquire into the history of the Turks, for example? To what extent is the history of Russia read, or of Italy, or of France? What proportion of our young people are interested in the history now unrolling before their eyes? It has even come to be taken for granted that to the average boy or girl the word "history" has a forbidding aspect, and publishers accordingly have begun to substitute "story" for "history" in book titles.

Can it be said that the study of geography as pursued in our schools awakens in our children more than a merely passive interest in the manifold features of the globe? Do we often meet with a young boy or girl whose imagination loves to wander among the picturesque scenes of distant lands? When the geography has been laid aside, the image of the world usually remains a pale reflection upon the mental retina, and the impressions retained are too faint to become active. In spite of the large amount of time and energy devoted to the study of geography, our children grow up in dense ignorance of foreign countries and peoples, their interest being too feeble to induce any effort to know something about them.

Nor can it be said that the study of arithmetic, as it is generally prosecuted, whatever may be the value of the discipline involved, operates very powerfully as a formative influence upon the intellect. The fundamental operations are taught at an age when the child's mind is not sufficiently ripe to grasp their significance (it being found almost impracticable to attempt more with classes of young children at the outset than to exercise them in the art of manipulating figures according to certain rules acquired through incessant practice), and this early familiarity with numbers does not by any means tend to awaken interest with respect to their properties.

Can it be said that the study of algebra affords as a general thing any active nutriment to the juvenile brain? Even those pupils who show that they feel a fascination in the exercise of solving algebraic problems are for the most part entirely oblivious to the existence of the science of numbers in the intervals between the hours of study.

In what proportion of cases does the study of geometry work as a real vivifying force upon the mind of the student? In seeking constantly to inculcate precision and logical method in reasoning, we take away that which is the stimulus to the reasoning faculty, *interest*.

The instruction which our children receive in the preparatory schools in grammar and language does little to expand the range of their interest, and it is only in rare cases that the study of modern languages produces directly any considerable effect upon their mental development.

The manner in which the art of drawing is taught is not calculated to excite the activity of the brain by awakening the sense of the picturesque; a disproportionate amount of effort is directed toward the training of the eye and hand, while insufficient attention is given to the all-important element of the imagination.

When we survey the workings of our edu-

cational apparatus, outside of the teaching of the natural sciences at least, it is difficult to avoid the conclusion, that, with respect to that one great essential, the awakening of interests, the starting of currents of intellectual activity—in short, the development of the mind into a constructive mechanism, the results are very meagre in comparison with the agencies brought into operation. And even in the case of the natural sciences, although the study of nature appeals powerfully to the childish intellect, being in reality only a process of satisfying an innate curiosity, it can hardly be contested that the instruction which children undergo is, in consequence of the conditions under which it is administered, very deficient in the quality of exciting fruitful interests. In the schooling which children even under apparently favorable conditions receive, the motive power supplied to the mental organism is usually of a very feeble order, the intellect being impelled in narrow grooves where it is not sufficiently subjected to such impulses as would call forth its activity, and cause it to expand. It may be said that the nutriment administered to the childish brain through the routine of educational methods is mainly absorbed as an inert mass, incapable of imparting life and movement.

THE MOTHERS' PARLIAMENT.

Tact in Dealing with Idiosyncrasies.

—My eldest, a little girl, has an affectionate disposition, with a great store of merriment and fun in her composition. She is a mimic, a burlesque actress, a comedienne, a tragedy queen—all in one! From her earliest infancy she has been a most winning creature, very tractable, and no trouble to lead in charming paths, until now, in her fourth year, in certain moods she is very perplexing. If she is nervous from any cause, as needing to relieve herself in response to some demand of nature, she makes it known, not by a word, but by jerky, nervous ways, pushing over her little brother, or playing with such abandon that, on account of her avoirdupois, it is unpleasant and even dangerous to the other occupants of the room. As soon as some one realizes the cause of her nervousness, and sees that she is relieved, she subsides into her docile, fascinating, usual self.

With one of her temperament it is not wise to coerce. She can be led by persuasion to do the things that are most becoming. Nothing makes her so happy as to feel that she is useful. She has lately named herself the helper. She takes great pride in assisting her papa to make the fire, going with her cousin to feed the turkeys, and helping (?) her mamma to make the beds and sweep the room. She can help to put the clothes away when they are just from the laundry, for she knows the keeping-place for each person's linen. In the mornings, when I am dressing her baby brother, it is her delight to get from "buddie's" drawer a clean apron, warm it and hand it to me, when I have reached that stage in Baby's toilet.

Indeed, I think the energies of most children can be directed for good if the parents will interest themselves sufficiently in the active little minds to keep them exploring in new, pleasant paths. I know a little boy who has the habit of sulking and pouting for an hour, perhaps, at a time, on the slightest provocation. I was lately a guest of his grandmother. I must confess that at times this boy was my "pet aversion"; still, when he was not in one of his moods, I was fond of him because he was possessed of some very fine traits. One day he was pouting and

kicking out his foot at every one who chanced to pass his way, when it occurred to me that the boy must have some approachable side, so I ventured to say to him: "Willie, I am very sorry to see you do so, not that it hurts me in any way, but because I love you, and I do not like to see you do a thing so ugly in itself, and one that makes your face look so different. It is because I love you that I like to have you look well and do pretty things." With that I went on with my sewing, not looking again in his direction. In a very few moments I found him at my side with a batch of books in his arms, ready to show me his favorite pictures.—*W.*

The Beginnings of Self-Consciousness.

—Do not many of us make a mistake in noticing our children so much before callers, repeating the bright things they have said and allowing visitors to comment on their personal appearance? They are made so conscious of their own identities that they show a nervous awkwardness of manner and eventually an extreme timidity of bearing that some of them are never able to overcome.

Further, a child ought never to be *put up* to entertain a company, either by song or recitation. I know by my own early experience how painfully embarrassing is an ordeal of that kind. How often have I run and hid when I saw callers approaching our hospitable threshold, preferring, as I did, oblivion, or at least obscurity, to applause, whether forced or spontaneous, accorded me after each performance by my mother's guests.

Another observation grows out of the memories of my childhood: older persons should not make comparisons where the little ones can hear. How often we hear the remark: "This child is so much prettier than the other one—they don't look like sisters." How crestfallen that "other one" is! and how it rankles in her breast for many a night and poisons all the sweetness of her day-cup. Recalling the small sorrows of my childhood that seemed mountain-high to my young vision, I endeavor to be very thoughtful and tender of the little ones that fall in my way. How readily a little child responds to your smile, though she has never seen your face before and may never again! Children know or care naught for *les convenances*, and lend as ready response to the smile and kindly word of the stranger as to the more familiar "good morning" of the old-time friend.—*Julia Jayne Walker, Brandon, Miss.*

Household Assistance.

—From the standpoint of a would-be assistant, I should like to add a word to what has recently been said on this subject.

In establishing a home, the question of greatest moment is undoubtedly that of service. When a woman assumes the duties of a home-maker, the neglect of the comfort and health of those around her is certainly criminal. Of course, I mean that class of women who can afford to pay one servant or more, but who, from mismanagement, bad temper or shiftlessness, can never keep one long at a time. I have seen beautiful homes ruined by these conditions. A general sense of justice to all concerned would correct this vexed question much. But philosophizing in the abstract does no good, and each one has to learn how to govern her home by experience.

I was so much interested in the article on this topic in the February issue, that I read it twice, and recalled my own experience in that line several years ago. Life looked black to me. I had lost a small income, my home was broken up by the death of dear ones, and my eyesight was too much impaired to continue music teaching. With all these inroads on my prospects in so many directions, I still had courage to take up the burden of life. As the resources to earn a living narrowed, I really found the only thing left was housework.

At this time I was boarding with a relative in a large city, but was not at all contented, for the gentleman of the house was exceedingly rude, insinuating that I was an interloper, and even omitted serving me at table. Of course, no one would endure that. Poor and insignificant as I was, I possessed a good

social standing and had many invitations to dine and visit, which, needless to say, were always accepted. Everywhere I went I mentioned my new scheme of doing housework, and even made special calls with that end in view. The amount of kindness expressed and the time bestowed on me for a hearing were truly appreciated, but that was the end.

Finally, one night I took the paper and culled eleven advertisements for nurses and chambermaids, and the next morning started on the rounds with them in order. While putting on my hat it occurred to me that I was too well dressed (in a black velvet suit) for the business in hand. Above all things, I did not wish to appear shoddy. But concluding to explain how most of my clothing had been given me, I sallied forth.

As I look back at it now, the mystery to me is, why did I not meet a Mrs. Liver? That city was surely full of tired and overworked mothers who would have been glad of some one on whom they could depend to do just as they would themselves, in whatever they required.

Arriving at my various destinations, I asked for the lady who had advertised. All the eleven ladies received me very pleasantly, but with surprise and, in the end, a refusal. In vain I reiterated my willingness to work, sounding my accomplishments in the way of cooking, housework and care of children, for I had had a New England mother and had been thoroughly taught.

In vain I named my references; first, my father, who had been a clergyman. They only smiled and said: "But I would not like to ask you to"—one was "sweep the nursery!" as if I had not expected to do much more! In justice to one lady, I must add that she had a long talk with me, appointed another time to call, and offered me a position as companion, with liberty to continue music teaching, even kindly giving me the idea of taking beginners, to instruct as far as possible without taxing eyesight. For a moment I was tempted to accept her offer; her considerate manner was attractive, her house large and beautiful and on one of the finest avenues. She explained cordially, "I like your spirit; I always said that if I was driven to it, I could go into another person's kitchen and work." I have since retained her as a friend; yet, tempted as I was to accept her offer, I really had a missionary spirit towards a *tired mother*, and wanted to be useful. But I did not find her. Two months after, I advertised as a nursery governess, received three answers and finally settled.

I think that if any lady wanting household assistance, such as Miss Julia Starr and I, would frame an advertisement in such a way as conveyed by this article, she would obtain good help, for there must be hundreds of girls like us, willing to work, conscientious and trustworthy.—*M. L. E., Michigan.*

A Plea for Let-alone-ativeness.

—Last summer I had occasion to notice something which, it occurred to me, may be a characteristic of the modern child. Having had my small nephew left in my charge while at the seaside for a couple of weeks, I, of course, had abundant opportunity to find out what the little fellow was, or what he was in a fair way to be, for we all are acquainted with that saying relating to the first seven years of a child's life. My previous impressions of him were not unfounded—a manly, straightforward, good-natured laddie, "good" for for the most part; in short, an average child, and one a person could find very little fault with. I enjoyed his company exceedingly, and our sorrow was mutual on being obliged to part at the end of our stay. But one thing which troubled me was a certain restlessness of temperament, an ever wanting to be employed with something. "What shall I do now?" was the oft-recurring daily question; and my mind was taxed to the utmost to keep him busy. Weaving mats, beads to string, clay, etc., I could not arrange fast enough, and glad, indeed, was I when the weather permitted him to be out of doors, for, like most children, the sand and shore had a great attraction for him. Now, far be it from me, being a kindergartner and an intense lover of children, to say aught which would detract from the influence of the kindergarten, but

the thought came to me, did not this little failing arise, in a measure, from the very fact of his being in the kindergarten? The frequent employment there is of such a nature that no wonder many little ones do not want to go home when the time comes, or would be content to spend a goodly portion of the afternoon in a repetition of the morning's work. There they are amused, entertained, instructed, and I can easily see how it would lead a child to wish for the same thing at home.

But to my mind there is a greater reason for this, for which the parents, oftener the mothers, are to blame. Who does not see that it is just as essential for a child that he has a knowledge of the properties of objects and their uses, as it is that he shall go to school, later, and learn? Curiosity is natural to the mind, and should not be curbed. Is it any wonder that when we forbid a child to do this or that he turns and asks us what he *shall* do? On some occasions, when it was necessary that Walter should be left alone, I watched him furtively and was pleased to see that he was then quite happy, because finding out for himself. If in the kitchen, he would lift the lids from the range and replace them, twirling them around in their places, or he would peep into the tea-kettle, perhaps a rather dangerous proceeding, or open and shut a door—a thing which most children really need practice in—with great attention paid to the working of the knob. Now, all this is harmless in its way, and I see no reason why, if not vociferously done, it should be checked. Should we blame ourselves if, having seen but little of a stove, we should want to see how the lid fitted down to it, how the fuel was placed in it and burned, or how it felt to take an iron lifter into our hands? Spencer says that it is only empirical knowledge, that founded on our personal observations, which is of any worth, or, perhaps, which is of the most worth, and it is certainly a natural way of learning.

Henry Ling Taylor, in an interesting article on children in a recent *Popular Science Monthly*, touched upon the same subject. He said: "A child loves to glance at this object, pick up that, reach out for a third, not restlessly but wonderingly, caressingly, joyously, just as a short time before the infant played contentedly with its rattle or ring, waving it about or putting it into its mouth, with endless repetition, but always without studious observation or straining of attention."

Let us be above that spirit shown in the story where the younger sister is asked by the older to go and see what the baby is doing, and "tell her not to," and let us bear two of Froebel's most important principles in mind, that a child becomes through doing, and it is only by letting a child's nature assert itself in speech and action, under our watchful control, that the true idea of the kindergarten is carried out.—*A. S., Nashua, N. H.*

Teaching Truthfulness.

—There is an old adage which runs "Be patient, if you would have patient children." If I might be allowed, I would add, "Be truthful, if you would have truthful children." A prominent clergyman once said: "Give me a man who I know tells the truth, and I may make something of him, but if there is no dependence to be placed upon his word, I am unable to do anything—there is no foundation upon which to build."

So many persons think little ones do not see through deceptions, and often take advantage of their credulity. I prefer that a child should have confidence in me rather than love me; if I have the former, it is an easy matter to win the latter, but let the childish faith once be shaken or destroyed, and it will take many long weeks to rebuild it, when possibly it may have been shattered by a moment's carelessness.

At one of our family Christmas gatherings there was the usual box of candy for each child. Generously they passed their confections around, when little Jack noticed one of his aunties decline them. "Don't you like candy, auntie?" When assured she did not care for it, he said, "Then will you please hold mine while I go out to play!"

Quite recently I heard a gentleman discuss-

ing the subject of faith, and he said. "When I was a boy and had exhausted all argument I could bring to bear upon a subject, my last reason invariably was, 'Well, it *is* so, because my father says it is.' Years after, when standing by the coffin of that dear old father, I knew my reliance upon his word to the last had not been less strong than in my boyhood days. Mistaken he often was; but so far as he understood a thing, his expression of it was always the truth." He also added: "When a little fellow, I remember hearing upon the piazza of my old home, a discussion between two ministers, who had quarreled, finally taking legal measures against each other, and then settled the difficulty amicably, as should have been done in the first place. The one who had been to blame throughout, turning to his old friend, said, 'Dr. A., do you love me as much as you did before?' Dr. B. held up his hand, and pushing back the sleeve, said, 'Years ago I fell and broke that arm, fracturing both bones; and now I think I love that arm as well as my right one, but if I have a burden to carry I always put it on the other arm.'"

I have known parents to tell their children the most outrageous falsehoods. Not for a moment do I think they meant wrong, but it prevented "a scene" and saved tears.

Some time ago I was visiting in a lovely home where surrounded by every luxury, there was a bright little fellow of four, who was extravagantly fond of chocolates. One day, after playing around the room, he asked his grandmother for some more. Instead of telling him firmly he could not have them, she said there were none. "Yes, there are, right in that box!" "Precious, that is my work in there, and if I should open the box, a little mouse would jump right straight out and bite you!" etc. The argument waxed warm, and finally, to avoid the scene which would inevitably have followed, that poor foolish woman gave him some candies, only stipulating that he should not tease for any more! I fairly shuddered.

I have seen mothers take their wraps surreptitiously from the room, tell their darlings mamma was "not going to leave them," and then wait until they could escape from the room unobserved and gain the street. How indignant similar treatment makes an adult; how much more so the little sensitive lives given us to train, and who follow our example so closely. What wonder that parents are shocked if the children whom they expect to be so perfect soon learn deception and prevarication. Follow the golden rule of doing to them as you would they should do unto you, and the children will honor and be happy in their obedience to you.—*Harriet Locke Ruscoe, Troy, N. Y.*

Unpardonable Habits of Haste.

—How many homes, all over the land, are thrown into a state of confusion and commotion on account of a habit of inertia. It is so easy to lie abed on cold mornings; so much effort is required to arise at a reasonable hour! Morning after morning, therefore, the same unseemly haste is tolerated, both in the making of the hurried morning toilets and in the dispatching of the hastily prepared breakfast. Every member of the family is more or less injuriously affected by this improper, almost vulgar haste. The table is less carefully set; the dishes, knives, forks, etc., are rather strewn over the table than set in place. The food, when hurriedly prepared, is very apt to be scorched or burned; the oatmeal comes to the table with either a raw or burnt taste; ditto the buckwheat cakes. There is positively no time for politeness or table etiquette. Best manners should be every-day manners. It takes time to say "if you please" and "thank you"—each one consequently is allowed to help himself, according to the length of his arms. Who can vouch for the digestion of food eaten under such conditions? The business man swallows his breakfast, snatches his hat and rushes to his office. Will his head be as clear, his strength as unshaken, as if he had risen an hour, or even half an hour, earlier, and had thus secured leisure in which to *eat* his breakfast?

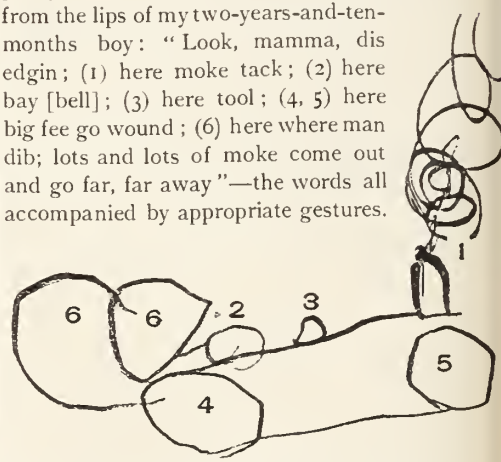
The daughters are, perhaps, ready to sit down to breakfast as their father leaves the table. They have only time to drink a cup of

coffee, and half satisfy their hunger, for they must hurry off to school or be tardy. How many times have they gone to school with scarcely any breakfast at all, even though the school building is too far away to admit of their coming home to dinner. There was no time to put up a lunch. They are thus practically without food until late in the afternoon, when they return home tired and famished. The luncheon or dinner hour is past, and they go to the pantry, and again with unseemly haste appease their appetites with various cold articles.

Mamma and the younger children finish their breakfast alone, mamma having arisen countless times in search of this or that article, thereby assisting the tardy ones to haste away to their several places of duty; the younger children, meanwhile, are training themselves to be independent, following the example of their elders. "Oh, Tommy, what a mouthful!" "Mary, how fast you are eating." "How shamefully you use your fingers instead of your fork or spoon." "Have you forgotten that mamma has told you to use your napkin?" But it is in vain to tell children to be neat, polite and thoughtful of their deportment when the very air daily vibrates with examples in the wrong direction. This unseemly haste at breakfast is a far stronger lesson than calm admonitions to the contrary given at noon. It is the example ever and always that leaves an impression. Viewed from the æsthetic standpoint alone, the simple vulgarity of this unconscionable haste in the family is deplorable, and the home makers, the indirect nation makers, should resolve to rise above it. It needs only resolution and determination. Think it over, brave mothers, and try the experiment of a reform. You will marvel at the difference in the amount of work which can be satisfactorily accomplished in an hour stolen from the morning compared with that which can be done in an hour stolen from the night. The morning hour seems like the best lubricating oil; by means of it the machinery of daily life is set in harmonious operation, while, if we have it not, the machine creaks and jars, and may eventually snap asunder long ere its legitimate term of usefulness is completed.—*W. A. K., Columbus, O.*

Contribution to the Art Gallery.

—Some time ago you published some drawings from little folks' pencils. I enclose one which I think pretty good, with the following explanations from the lips of my two-years-and-ten-months boy: "Look, mamma, dis edgin; (1) here moke tack; (2) here bay [bell]; (3) here tool; (4, 5) here big fee go wound; (6) here where man dib; lots and lots of moke come out and go far, far away"—the words all accompanied by appropriate gestures.



He drew it all himself and often draws similar ones.—*Mrs. R. H. Shoemaker, Pasadena, Cal.*

NURSERY PROBLEMS.

Rubber-Soled Shoes; Night Wear; An "Ideal Diet."

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly answer a few questions for one who keenly appreciates your advice?

(1) My seventeen-months-old daughter takes her daily airings in her little carriage, or when driving with me, and will continue to do so until spring, although in the house she runs about very independently. In the summer when she plays upon the lawn, which must be watered to be kept growing, what shall she wear on her feet? Would not the almost constant wearing of "rubbers" be injurious? Would it not be better to have shoes made with an interlining of rubber between

two thin leather soles? Or will you suggest a better plan?

(2) What is the best kind of a sleeping garment, or combination of garments, for summer where the climate is warm and dry? Would light-weight flannel night-drawers, with feet, be sufficient protection, leaving off the knit band and shirt? Or should the band be worn night and day?

(3) In the abstract what is an ideal diet for a healthy, eighteen-months-old child in winter, and also in summer? Consider that the child will be two years old in August.

Please help me to become wise, and oblige

AN INTERESTED MOTHER.

Denver, Colo.

(1) The best shoes for the purpose that we know of are the rubber-soled "tennis shoes." These are made in various qualities. The finest are of fine leather, with a rubber outside sole. The other extreme is a very ordinary kind, with rubber sole, and the upper of tanned canvas or twilled or woven goods of some sort, which are, perhaps, the most economical for children who are hard on shoes. These are also called tennis shoes, but among children and adolescents they rejoice in the name of "sneakers," probably from their noiselessness. Their cost per pair is about the same as ordinary rubber overshoes of the same size.

(2) Our preference is for the flannel night-drawers, with feet, the weight of flannel to be chosen to suit the average temperature. The need of the band depends upon the change of temperature during the night. In a very equable climate it may not be necessary; in a changeable climate, or in a changeable time of year (such as is usual on the Atlantic coast after the middle of August), a band or some similar protection is a useful guard against bowel troubles.

(3) The winter diet will be that of an eighteen-months child, the summer diet that of a two-year-old child. The change will not be so great as it would be if the child were eighteen months in summer and two years in the following winter, because the usual larger liberty allowed after the cutting of the canine teeth is somewhat offset by the greater care of diet usually necessary in hot weather. Supposing the child eighteen months old in winter to have cut its eye teeth and to have a pretty good digestion, the following will be about what he can have:

He will have five meals, at about 7 and 10 A.M., 2, 6 and 10 P.M., or, if he be a very good night sleeper, the afternoon meals may be at 1, 4 and 7 P.M., and nothing until morning. In the latter case the four o'clock meal will be a light one. The first, third and fifth meals correspond to adult meal times in the second schedule, with two "gouter" (or luncheon) meals interjected. In the first schedule the first, third and fourth are the meals, and the "gouters" come at 10 A.M. and 10 P.M.

The first (breakfast) will consist of milk, half pint, as the main article every day, and with it may be given, for variety, bread and butter, or a soft-boiled egg yolk. The bread should be stale, and a generous slice may be given if the egg be not given; a thin slice if it is. Some children may take in place of the egg or bread some of the finer cereal preparations, but they must be most thoroughly cooked if given at all.

The first luncheon (10 A. M.) will consist of a small cup of milk with or without one or two "Educator" biscuits or a little bread and butter, according to the appetite of the particular child.

The meal at 1 or 2 P. M. is the dinner and the principal meal. It will consist of a small quantity of mutton, beef or chicken white meat (the former two rather underdone), scraped or very finely minced and slightly salted; platter gravy, if the meats are roasted (the juice of the meat takes its place in the chop or steak). Really fresh fish are not often to be had in the winter; if they are, a piece of nicely broiled fish may sometimes be substituted for meat. "Long-distance" or "cold-storage" fish are not, in our judgment, admissible. In place of the meat also good broths may be substituted, to give variety. With this main article (*i. e.*, the meat or its substitutes) is also to be given bread and butter. Some advise allowing the roasted potato, but in our experience it is better to delay it until after the full set of teeth has come; say, until about two years. We prefer well-boiled rice as a vegetable.

With this meal a little dessert may be allowed; plain rice and milk pudding, not too sweet, rennet custard (called "slip" and "junket" in various localities) are among the safest.

The fourth meal, if given at six, will be practically a repetition of the first, *i. e.*, milk and bread and butter and possibly the egg, which we do not particularly like at night for young children. The fifth meal will then be only a cup of milk at about 10 P. M. If, however, the second schedule be used, the fourth meal, about 4 P. M., will be milk, with possibly bread, and the fifth, just before going to bed (6 to 7 P. M.), will be of milk and bread.

Eyes Affected by a Draft; Patches on the Tongue.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) My little child of two years lately contracted an eye trouble which I cannot understand. It came, without warning, about ten o'clock one morning, when I noticed pus collecting in the corner of one eye. It grew worse the next day, especially at night, and the third day showed itself in the other eye. That night both eyes were nearly closed, the lashes being stuck together with the discharge, and both eyes inflamed, and the face swollen and red underneath each eye. At this stage a dry, hacking cough made its appearance. I used home remedies (hot water and witch hazel) thinking to call in our family physician the next day, but was surprised to find the eyes very much better in the morning, and on the following day they were almost entirely well, and the cough was only noticeable a little at night. Can you enlighten me as to the probable cause of the trouble, and will you kindly advise me as to proper treatment in such a case before one can get a phy-ician? I imagine it was merely a cold that settled in the eyes, but I always feel worried in regard to any eye trouble. Will it be likely to affect the eyes hereafter? They have always been strong and well, and have never shown the least sign of weakness before this.

(2) For a year past I have noticed in regard to the same child that the tongue is very often covered here and there with small white patches. Sometimes they are red in the center with a white rim. The child has always been very pale, but with that exception has seemed very well and full of life, scarcely ever having suffered from even a cold. He weighs 30 pounds, and his flesh is firm and solid. He enjoys a good appetite, and I have always tried to be careful concerning his diet. He takes cereals for breakfast at 8 A. M., and nearly always calls for a second saucerful, seldom taking anything else, except a cup of milk and an oaten flake cracker. Occasionally he will eat the yolk of a soft-boiled egg with bread for a change, and is fond of apple sauce, but generally takes what I first mentioned.

Until within a couple of months he took a lunch of oatmeal crackers and milk at eleven and his dinner at two. He has now dispensed with the lunch and takes his dinner at one, eating a plate of chicken, beef or mutton broth with rice, bread and butter and a cup of milk. He varies this with cream toast, or bread and butter and a little beef, mutton or chicken cut up fine, but eats very few vegetables; almost none. He likes plain rice pudding, junket or custards, which I occasionally give him for dessert. He takes his supper at 5.45, of a couple of slices of bread crumbed in warm milk, after which he is off to bed and is a good sleeper. He never asks for anything between meals, though I have given him an apple a couple of days, which he has seemed to enjoy. I peeled it and cut it in small pieces. It did not seem to hurt him, though I thought it best to ask your advice before continuing it.

Can you enlighten me in regard to the patches on the tongue—the cause, and what to do to overcome the trouble?

(3) Am I feeding him correctly? If not, will you kindly advise me how to improve his diet? If there are certain fruits and vegetables that he may have, I should feel very grateful if you would mention them. I should have said that he has not yet cut his four back double teeth.

(4) Was it wrong to give the uncooked apple between meals? If so, when is the best time to give fruit, if at all?

(5) He wets his crib several times at night. What can I do to overcome this habit?

Wyncote, Pa. G.

(1) The eye trouble is of the type usually called "a cold," meaning, sometimes, actually the effect of a draft; more commonly, we think, that something brought by the draft has excited the inflammation. The recovery is usually perfect.

(2) In all probability the patches are those of common sprue, although the child is rather old to have this disorder. The real cause is a microscopic plant akin to the yeast plant. It may be acquired from the air at any time, but some conditions aside from perfect health seem necessary to its growth, the chief of which is acidity of the secretions of the mouth from any cause. Sweet food, starchy food, the remains of milk, etc., may ferment in the mouth and give the requisite condition for the development. Prevention is best secured by being careful about sweets, and cleansing the mouth after eating, using an alkali to secure alkalinity of the mouth. Lime water will do, but a favorite one is borax, which unites with slight alkalinity the disinfecting power of the boric acid. A solution of borax with a little extra boric acid added is very good—say, dis-

solve a heaped teaspoonful of powdered borax in a teacupful of water, then add half a teaspoonful of boric acid and stir until the whole, or as much as possible, is dissolved. First, clean off the spots as well as you can with a soft rag over the tip of your finger. Then wash the tongue well with a rag dipped in the solution. It is better if you add to it a dessertspoonful of glycerine. If the mouth is kept alkaline, as it naturally is, the plant will hardly grow. Of course, the kinds of food likely to favor the growth should be restricted during the presence of the growth, that is to say, starchy or sweet foods.

(3) There seems to be nothing out of the way in the diet, if the digestion is adequate, and you do not speak of anything to the contrary. There are few fruits which are distinctly useful except when fresh, although many are admissible. So of vegetables; there are very few, we think, which are really advantageous at two years of age. Yet some children can bear them without evident indigestion. The parent usually thinks of a dietary as containing all the things that can be given without positive and immediately recognizable harm; the medical adviser, on the other hand, thinks of a dietary as made up of articles really desirable as food, and some innocent indulgences to tempt the palate. Between these plans a good deal of room for judgment is left, and the best of this judgment lies in the application of general rules to the particular case. Our own inclination is always to give rather less than the digestion could carry, that is, to have a little reserve digestive power, than to tax it.

Following our rule about using only fresh vegetables, there remain for use in the northern States in winter only the following: The potato, which we never give before two years of age and then only to those who manage starches well. (It should be roasted, mealy, broken with a fork and salted, not buttered nor with milk.) The onion, boiled, may be eaten by some children, if thoroughly cooked and cut fine; it should not have melted butter, only salt and milk, as a sauce. Fine celery, stewed, if thoroughly cooked, is sometimes admissible. So is the pulp of the choicest squashes, if very thoroughly cooked. These are about all the winter vegetables which seem to us admissible (and we do not feel that these even are really desirable at two years of age), and in giving them the state of the digestion, both in stomach and bowels, must be watched. As your child has not yet his last double teeth we should much prefer for him the cereals to the vegetables mentioned. Of cereals a great variety can be offered as a change, chiefly preparations of oats, wheat and Indian corn.

(4) The raw apple we consider as an experiment under three years of age, and we do not try it ourselves unless the pulp be scraped off with a spoon from a very ripe apple. Little children do not chew well enough to be allowed a section of apple.

(5) A full article on this subject will appear shortly in our pages. We may mention that it is in practice sometimes very difficult to manage these cases. Some yield easily to treatment; others even in the best hands, with the most careful investigation of causes, are very persistent.

Flexibility in Discipline During Illness.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby boy, eleven months old, has always been in the habit of going to sleep in his bed, and usually without question or comment. He has recently been very sick with measles, suffering very much with congestion of the air passages, which made breathing difficult. He could not sleep lying down, and for several nights we held him in an upright position all night to facilitate breathing. The disease made great inroads upon his previous good condition, and now that he is convalescent and "cranky," he objects very strongly to the usual method of going to sleep. This is my problem: Shall I wait until he is in good condition again, and better able to stand a good cry—which is sure to come—or shall I insist, now, before the bad habit of going to sleep in my arms is further established, on his returning to the old method?

New Haven, Conn. E. S. C.

Good rules are good, but nursery government, like all good government, considers facts and conditions. If the case were our own we should certainly wait until he was in better health. His increased docility will

then probably make up for whatever harm may have been done in the meanwhile.

Constipation.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly give me some advice in regard to treatment of a baby who is very constipated? His bowels have not moved freely for several weeks without the use of an injection, and the passage seems very dry and hard. He is seven months old. Up to four months he was nursed at the breast, and since that time has been fed from the bottle; at first milk and granum, according to the directions of that food; then I tried strained oatmeal and milk, equal parts, which does not seem to help him. The milk is the mixed milk from the herd, and is very pure and good, for great care is taken with the food and treatment of the cows. A sample of the milk has been analyzed and found to contain a large percentage of fat, but small percentage of casein, so I should consider it better, for that reason. Baby is fed every three hours during the day and once in the night, grows fast and eats and sleeps well. He has one tooth and another almost through. He cut his tooth so easily that I knew nothing of it until it was through. There seemed to be no fever or inflammation in his gums, nor anything to trouble him.

Would you advise the use of the glycerine suppositories, or some change in food? And where can the glycerine suppositories be obtained?

Rhinecliff, N. Y. F. M. C.

We should advise some change in food, and the suppository, in addition, if necessary. The following suggestions may be of value as regards the food. You know the laxative effect of most fats; this seems to apply to the fat of milk as well as to other fats, and it is sometimes observed that an increase of cream in the food proves laxative. If you were to try a mixture of top milk and oatmeal gruel you might gain something. You probably remember the suggested method of getting top milk. Set a small pan of milk aside for your child for about three hours, and then dip off the upper half for use. The time of setting may vary according to needs, but, with such rich milk as you have, three hours will probably give you as much cream as can be digested. Then dilute the top milk with the gruel; probably two-thirds milk and one-third gruel will be about the proper proportions. The point to be observed is whether, in the desire to make the food laxative, it is made too fat for the digestion. This error must be avoided. Sometimes we resort to the addition of some of the malt foods to the milk, as they have proved laxative in our observation. Mellin's and Horlick's foods are examples of these.

If food alone does not relieve the constipation, use a glycerine suppository. This article can be had at most good drug shops.

Rough Cheeks; Effects of Nursing upon the Mother.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby was born last summer, has never had any sickness, not even colic, and I am well and have plenty of milk. She has no sign of teeth as yet (seven months old). I have never fed her anything but breast milk.

(1) Would you advise me to wean her before the warm weather comes, which would mean before she is eleven months old, or try to nurse her through the summer?

(2) Although she is not much exposed to cold, her cheeks are rough as if chapped; can you tell me what to do for them?

(3) Will you kindly tell me whether there is truth in the statement that nursing a child causes the mother's teeth to decay and hair to fall out?

(4) Also, if cow's milk, drunk by the mother, makes less breast milk than the same quantity of another liquid?

Andover, Mass. E. S. M.

(1) Very few mothers indeed are able to give a child of a year or over all the nourishment it should have. Your baby would have to be carried over the heat, say, to October 1st, if you were to try to nurse through the summer. She would then be fourteen months and more of age. Unless you believe from previous experience that you have an unusually good and enduring breast, you should begin to feed the baby with a view to weaning before hot weather. If you find that there is still a good supply of breast milk it need not necessarily be dried up, but probably it would not be worth much after eleven months of age. We think that a baby would, as a rule, be much safer weaned than kept upon the breast alone.

(2) The best plan is to protect them with a soothing application, such as cold cream, cucumber cream or simple vaseline, at night and when in the wind.

(3) The hair often falls after pregnancy

independent of nursing, just as in some people it falls after an illness. We should say the same regarding the decay of teeth. We do not think that nursing, if the person is really in good health or if the suckling is not unduly prolonged, is harmful.

(4) The quantity of milk will, other things being equal, depend upon food, including the necessary drink, but the bulk of the breast milk is doubtless much modified by the quantity of liquid taken by the mother. But milk, being a food, modifies the quality of the milk as well, and, especially through the nutritive value of its nitrogenous elements, aids in making a breast milk rich in fat. Many of the liquids urged upon nursing women by their superserviceable friends are of, at best, doubtful value. And on the whole we know of no liquid so useful as milk if the digestion bears it well.

KINDERGARTEN-AT-HOME STORIES.

Mr. Hop-Toad's New Coat.

ONE bright summer day Mr. Hop-Toad sat quietly under a pretty little white toad-stool which protected him very nicely from the sun. Sometimes he would close his eyes and seem to be sound asleep; and then he would suddenly waken, and snap at some black beetle which had ventured too near, or at some fly which was whizzing by.

He had just swallowed a large fat beetle-grub and was preparing to take another little nap, when whish! whish! came a rustling through the bushes, and Little Red Squirrel peeped through the leaves.

"Good morning, Mr. Hop-Toad!" said the squirrel, very politely. "You look rather sleepy this morning. Did anything keep you awake last night?"

"Oh, no," said Mr. Hop-Toad." "Only you know, Little Squirrel, I am not like your family, who go to bed when the sun sets. My eyes can see best in the dark, and that is the time I generally go out and get nice worms and bugs for my next day's dinner. Then I go every night to see my friends. Sometimes we toads have very merry times in the woods when every one else is asleep."

"Ugh!" returned the squirrel with a shiver. "How dreadful to eat bugs and worms, and all that! Why don't you eat nice, clean nuts, which are always so sweet?"

"Because we toads have no teeth, so we could not crack nuts. And, besides, I don't believe nuts are half so good for toads as worms are. Ah! there goes my skin!"

"Your what?" cried the squirrel.

"My skin," replied the toad. "Don't you grow so large sometimes that your skin cracks open and comes off?"

"No, never!" said the squirrel. "As I grow, my skin grows, and I never feel that it is too small for me."

"How queer! Then you never have a nice new shining skin like mine. I thought every one had new skins sometimes."

"I don't think so. I know that little girls' and boys' skins grow when they grow; for I once lived in a cage and belonged to some children, and I know their skins never cracked and came off."

"Well," said Mr. Hop-Toad, "you just wait here a few moments and you will see how well I look in my nice new coat!"

Very soon his skin split a little more in the back, and Mr. Hop-Toad began to wriggle and twist. First he worked the skin down to his hips and then drew it off his legs like a stocking. After he had all four legs free, he pulled the whole skin forward over his head, just as little boys sometimes do their shirts.

Little Red Squirrel's bright eyes grew larger and larger with amazement, but the last thing that happened surprised him more than anything else. As soon as Mr. Hop-Toad had

taken off his old skin what do you suppose he did with it? He opened his mouth and swallowed it! When the squirrel saw this he said: "Truly, Mr. Hop-Toad, I never knew anything so strange. Tell me, does every toad take off his old skin and swallow it just as you did?"

"Yes. All toads do just as I have done. They take off their old skins and swallow them, and then appear in new glossy coats. Well, good-by, Little Red Squirrel. I must go and show my new coat to my friends."

And Mr. Hop-Toad hopped gaily away.

MARY C. SPAULDING.

Mr. Creepmouse's Journey.

[A Story to be Illustrated on the Baby.]

ONE fine day Mr. Creepmouse started from Toe Town to see what he could find. He crept along Sole Lane to Heel Town, where he ate a piece of cheese. Then he went up Shinbone Alley to Knee Town, and there he found the fairies dancing.

After that, Mr. Creepmouse went on slowly till he came to Armpit Valley, where he snuggled down and had a nap. When he woke up he climbed the hill to Little Neck, where he nibbled some sugar, and then kept on to Cherry Pit, where he peeped in and saw the baby's new tooth.

Then he went on a little further till he came to Baby's nose, and that he *nipped* off, and flew away with it. But by and by he brought back the little nose and stuck it on again, and it is there, all safe and fast, to this day!

FLORENCE E. PRATT.

The Cork Tree.

EDDIE sat twirling a large cork between his thumb and finger. "Auntie," said he, suddenly, "how do they make cork?"

Auntie looked up from her sewing. "Make cork, Eddie? Why, cork grows; it is the bark of a tree."

"Oh, Auntie, tell me about it, please; where does the tree grow? I'm sure I never saw one."

"The cork tree is a kind of oak that grows in some countries of Europe," replied Auntie. "The bark is soft and elastic, and can be taken off after the tree has been growing about fifteen years."

"How do they get it off?" asked Eddie, interested.

"They make deep cuts in the bark up and down the trunk of the tree; then they cut rings around the tree. The pieces of bark thus cut, are easily taken off."

"How I should like to see it done," exclaimed Eddie. "Are the pieces of bark then ready to make into corks like this?"

"No, there is more work first. The pieces of bark are soaked in water, and, as they are so light, are held down by heavy weights. When they have soaked long enough, they are dried before a fire. Then they are packed in bales to be sent away."

Eddie looked at the cork in his hand. "I had no idea there was so much trouble taken to get cork; then, after all you have told me about it, the corks have to be made; how is that done, Auntie?"

"Corks used to be made by hand," replied Auntie. "The cork cutters took a sheet of cork and divided it into narrow strips; these strips they cut the length they wished the corks to be. Then they took a very sharp, thin-bladed knife and cut them into the right shape. But they can make corks much more quickly now with a machine. Corks like this have been used ever since glass bottles have been, that is, about four hundred years."

"I should think, Auntie, it would kill the tree to have its bark taken off; does it?"

"No, indeed, the trees often live to be a hundred and fifty years old."

"My!" and Eddie's eyes opened wide. "But they can't get bark from them again, can they?"

"Yes," said Auntie, "but the tree must rest for eight or ten years to give the bark a chance to grow again. At each barking they get more cork than the time before, so one tree yields a large quantity in the course of a century and a half."

Eddie was quiet a few minutes; then he said, "Cousin James has his butterfly cabinet built with pieces of cork."

"Yes, dear; cork is used in many ways besides the one we have been talking of. On

account of its being so light it is used in making lifeboats and life preservers. Cork soles are sometimes placed between the inner and outer soles of shoes. These are only a few of its uses."

"I wonder where the tree grew that this cork came from," said Eddie.

"We do not know that," answered Auntie, "but a great deal of cork comes from Portugal."

"Thank you, Auntie," said Eddie, kissing her, "for telling me so much I did not know. I used to think corks did not amount to much and have often cut them up just for fun, but now I know so much that is interesting about them and the trouble men take to get and prepare the cork, I shall be more careful of them I am sure," and he put in his pocket the one which he had been holding.

AMY C. BYRD.

A Family of Field-Mice.

SPRING had come, and all the birds had burst out of their houses and were living in the bright warm sunshine. The oats and wheat which the farmer had planted so early were fast turning yellow now, and were making ready to be carried off to the mill, to be turned into food for horses and people. But a little family had come to live down under the yellow wheat. It had been there for some time—a papa and mamma and four little ones. What kind of little people do you suppose they were? A very funny kind, I think. Some little gray mice. I wonder if you have ever seen any mice. These little ones were not quite so large as those that come into our houses sometimes, but they have the same funny little black eyes and long tails.

When the papa and mamma of this little family came into the field to make a home, mamma wanted to make their home in the middle of the field, where the sun would shine warm all day; but papa said that he had looked around and had found a nicer place over by an old stone wall. So then they set to work with a will, and with hay and grasses made a strong home, to last all through the summer.

There was enough for all to do, but papa and mamma were very thoughtful one of the other, and took turns staying at home with the babies. One day mamma said she would stay at home, for she thought it was time the babies learned to run alone. So papa started out for a good run and frolic in the tall grass. On the way he met a neighbor; they talked of the fine weather, and papa-mouse said, "Yes, it is nice, and the grass has grown so tall and yellow." At this neighbor-mouse looked so sorrowful that papa said, "Why! what's the matter, my dear old friend?" "A great deal is the matter, my young neighbor; go up by the farmhouse door and listen; then see if you, too, are not sad; you have not lived in this field as long as I have."

Off papa-mouse went, up to the back door of the old farmhouse, where the farmer stood talking to some men who worked on the farm. Just as he came up he heard the farmer say, "Well, I'm afraid it's going to rain to-night, so you had better cut down the wheat this afternoon." "Oh!" thought poor papa-mouse, "that is what made neighbor-mouse so sad; and well he may be; the cutting machine may cut our little home, and the babies are not old enough to run far!"

When papa reached home he told the sad news to mamma, and they sat for a long time thinking what was best to do, they had been so happy in their little house. But while they sat there they heard the farmer calling to the men, and then they knew that they were cutting the grain. They were very much frightened, but papa told mamma-mouse to sit still at home with the babies and he would run out by the wall and look. No sooner had he gone than mamma heard a little child say, "Oh, look at that cunning little mouse! he must live around here somewhere. Let's see where he goes." Now papa was so frightened that he ran right home. In this way the little child found where they lived; and he ran back to the men and told them not to cut near the stone wall, for a little family of mice lived there. The papa and mamma were now happy and felt glad that they had built near the wall.

M. D. B.

CURRENT TOPICS.

Breath Gymnastics.

THE importance of breathing plentifully of fresh air as an essential of health is generally admitted. Well-ventilated rooms, open-air exercises, and excursions into the country are appreciated to some extent by all classes. But the art of breathing is very much overlooked. Being a process not dependent on the will for its exercise, it is too much left to the mere call of nature. It is, however, an act which can be influenced very materially by the will. Properly trained singers are taught to attend very carefully to their breathing.

When brisk muscular exercise is taken, breathing is naturally active without any special effort. But when the body is at rest or engaged in occupation requiring a confined posture, and especially when the mind is absorbed in thought, the breathing naturally becomes diminished, and the action of the lungs slow and feeble. The consequence is that the oxygenation of the blood is imperfectly carried on. Even in taking a constitutional walk the full benefit is not obtained for want of thorough breathing.

As a remedy for this it has been suggested that there is room for what might be fitly termed *breath gymnastics*, to draw in long and full breaths, filling the lungs full at every inspiration, and emptying them as completely as possible at every expiration, and to acquire the habit of full breathing at all times. This mode of breathing has a direct effect in supplying the largest possible amount of oxygen to the blood, and more thoroughly consuming the carbon, and so producing animal heat. It has also the very important effect of expanding the chest, and so contributing to the vigor of the system.

The breath should be inhaled by the nostrils, more especially while out-of-doors in cold weather. This has partly the effect of a respirator, in warming the air in its passage to the delicate air cells and also in rendering one less liable to catch cold.

This full respiration is of so much importance that no proper substitute for it is to be found in shorter though more rapid breathing. In short breathing a large portion of the air cells remains nearly stationary, only the upper portion of the lungs being engaged in receiving and discharging a small portion of air.—*Chambers' Journal.*

How to Go to Bed.

WE have still something to learn in the matter of nursing, according to Dr. Richardson, who tells us in *The Asclepiad* that in hospital, as in private practice, great errors are made in the choice of bed-clothing for the sick, and particularly for the sick who are suffering from febrile affections. We have got rid of the heavy curtains around the bed; of the grand accumulator of dust and uncleanness, the tester; of the heavy vallance, which converted the under part of the bed into a close cupboard, in which all kinds of unwholesome and cumbrous articles lay concealed, including sometimes excreted matter itself; and we have banished the carpet, which often, as a hard-trodden, dust-laden rag, made the floor beneath the bed persistently impure. This is all good: but the old feather beds, flock mattresses, heavy blankets, thick, impermeable, and dense counterpanes still encumber many a patient, rendering ventilation of his body as impossible as in the days of our forefathers. The art of going to bed is one which has been studied (and practiced) for

untold centuries. We have not advanced much on the practice of our forefathers in the West. According to Mr. Ernest Hart, and now according to Dr. Richardson, we "go to bed" in a very unwholesome and stupid fashion.—*British Medical Journal.*

Courtesy at Home.

It is in the home, above all other places, that the true man or woman will strive to please and soothe. This for two reasons—first, because it is right, in order that the home life may be what it is meant to be. Both husband and wife should feel that no matter what trials and perplexities may come to each in the contact with the outside world, there will be in the family gathering a haven from which strife, dispute, contention and unkindness will be shut out, and into which will come only tenderness, consideration, and confidence. That there are so many examples of the reverse only emphasizes the "ought-to-be." Second, the example displayed should have consideration. If the boy is to be "a little gentleman" when away from home, he must be taught, and not by precept alone, but as well by example, when he is at home. And the influence of the example of the father upon the son, and of the mother upon the daughter, will be much more potent than any amount of advice or any rules of etiquette.

It often occurs that children must be admonished of errors in deportment of which they have been either innocently or willfully guilty. This should always be done in the gentlest and kindest manner, and privately. Even if the reproof is deserved, that which is tempered by the accents of love and kindness will touch far more deeply than when voiced hastily and with unkindness of tone.

It is probably not true that family "manners" are less courteous now than formerly; probably the reverse is the fact, but it must be admitted that there is yet room for a great deal of improvement. Somehow, somewhere, there has crept into popular acceptance the idea that with marriage, or at least with the waning of the honeymoon, the "lover days" are over, and the kindness, gentleness and attention which existed during the courtship has no longer a place in the domestic economy of the wedded pair.—*Exchange.*

Health is Wealth.

Physiology teaches that the body is a unit, that the brain is a very important part of this unit, and that we cannot overtask one part without injuring other parts. This is the kind of knowledge that every one, most of all a mother, should call hers, if she would wisely guide the mental and bodily progress of her child. With this knowledge she will be able to overcome her husband's fatigue more understandingly. She will realize that at times a vigorous walk or appetizing food is an efficient stimulant to renew hope and courage. She will learn how to utilize her own strength and health, and will find that it is often more virtuous to take a mid-day nap than to be industrious when she is tired. She will know that it is positively injurious to urge exhausted muscles or brains to further endeavor, and will learn to use the "ounce of prevention" that makes the physician's "pound of cure" unnecessary. She will learn to think that health is a better fortune than riches or mere learning; that it is easier to be good when one is well; that early, wisely directed, systematic training of the muscles, the nerves, and the brain increases their capacity to work, to help, and to endure.—*The Christian Union.*

Arsenic in the Home and School.

It will be remembered that a few years ago a report was made by the Massachusetts Board of Health calling attention to the large quantity of arsenic used in manufacturing certain household goods. The matter came before the Legislature and was discussed by lawmakers, and much conflicting evidence was given by chemists, manufacturers, and physicians. Finally, a bill was passed forbidding the sale of "toys or confectionery containing or coated wholly or in part with arsenic," and ordering an investigation of other charges made in the report. The investigation has been made by Dr. Hills, of Harvard

University, with the following result: Of the papers now manufactured only about 3 per cent. contain more than one-tenth of a grain of arsenic per yard. Ten years ago about 30 per cent. contained more than this quantity. From 60 to 70 per cent. of the wall-papers now sold in the State do not contain arsenic, and 6 per cent. have more than a twentieth of a grain per yard. A curious part of the investigation is the discovery that the percentage of papers that do not contain arsenic is the same now as ten years ago. This is accounted for by comparing the tests used, which are much more delicate now than ten years ago.

Examining other papers, the greatest quantity was found in the glazed papers used in kindergartens and in covering pasteboard boxes used for bon-bons. Among these papers green is the most dangerous color. Of nine samples examined, five were harmless, and only one contained a tenth of a grain per yard; yet Dr. Hills says that children to whom these glazed papers are given "are subjected to the risk of serious, if not fatal, poisoning." Arsenic was also found in nearly half of the samples of tissue papers analyzed, but not in dangerous quantities.

Samples of cretonnes, mull, plush, corduroy and challie were also examined, and one hundred and one out of three hundred samples found to contain arsenic in some proportion. Fifty of them held more than one-tenth grain per yard. The most dangerous of the fabrics containing the poison was arsenical green tarlatan, from which the particles are more easily freed than in more closely woven fabrics. Large quantities of arsenic were found in some samples of red and white bed-ticking. In fabrics of pure silk and of pure wool arsenic is rarely found.

Cases of arsenical poisoning have been traced also to colors used in interior decoration; and though the poison was found in a number of colors analyzed, it is Dr. Hills's opinion that if put on with oil they are not a source of danger. When used in water-colors, particles are more likely to be loosened from the wall.—*New York Evening Post.*

Teach the Child a Song.

ENCOURAGE your little ones to sing. Music lessens care and heartache. Often and often the words of a song, the sweet melody, linger in the heart after the voice is silent, and keep alive the courage which had almost died; anxiety and heart pain cause heart disease, and after that quickly comes death. Song sweetens toil, and it is imperative that parents and teachers should aim to increase this means of happiness for the children, if for no other reason than to strengthen their minds and hearts for the labors to be borne in mature years.—*Jewish Messenger.*

Responsibility of the State in Health Matters.

THE legislation of all civilized countries recognizes that, in some degree, the State is responsible for the health of its citizens. The qualifications of physicians, the isolation of contagious disease, the oversight of tenements, of passenger ships and of food supplies, and the public relief of the sick poor, are examples of this function whose propriety and whose exercise no one presumes to question. But the practice of domestic hygiene and the application of clinical medicine are with most people voluntary measures. Nevertheless, as the doctrine that public health is public wealth spreads, social economists are paying increased attention to problems that formerly devolved upon the individual, or that were disregarded as either unimportant or insoluble. Within the professional life of some practicing physicians, typhoid fever was differentiated from typhus in France and in the United States, and about twenty years later the distinction was recognized in England. But how succeeding cases followed the first was not understood. Now, most intelligent people know that a polluted water supply is the commonest agency in the multiplication of typhus as well as of cholera, and when matters become too bad, executive authority is invoked for relief. But as in spiritual, so in this form of physical, knowledge, there is often intellectual belief without personal conviction, and many a risk is run in dealing with unseen dangers because

they are unseen. Did polluted water run red, contaminated air show green, and from a disease-bearing person or thing a luminous haze emanate, we should be a wiser if not a happier race. Sight and touch are not likely to lend their aid, and it is so much the more necessary to invoke the power of the law to crush danger that science detects. Where that has already been done, the demonstrable saving of life warrants almost every conceivable interference with the liberty of the subject. The maternity mortality of 60 per 1,000 has been reduced to 2 in New York, and that of 55.5 to nothing in Boston, in hospital practice. Is it too much to compel those treating such cases in private life to make use of the precautions whose voluntary adoption in public institutions has led to such gratifying results?—*The Nation.*

Absorption of Odors by Milk.

THE importance of keeping milk free from any contact with materials having a strong, pungent odor can only be thoroughly appreciated by those who realize the extraordinary readiness with which milk becomes contaminated by absorption of various volatile substances. Some few years ago various experiments were made with a view to elucidate the extent of this absorption power. Certain substances giving off emanations were enclosed in jars, each jar containing a uniform quality of milk, for a period of eight hours. At the end of that time the following results were obtained, the milk sampled being drawn through a pipe from a lower portion of the vessels in which it had been deposited in the jars:

1. Coal gas	distinct.
2. Paraffin oil	strong.
3. Turpentine	very strong.
4. Onions	very strong.
5. Tobacco smoke	very strong.
6. Ammonia	moderate.
7. Musk	faint.
8. Asafœtida	distinct.
9. Stale urine	faint.
10. Creosote	faint.
11. Cheese (stale)	distinct.
12. Chloroform	moderate.
13. Putrid fish	very bad.
14. Camphor	moderate.
15. Decayed cabbage	distinct.

It was found that the specimens of milk retained their distinctive odors for fourteen hours after their removal from the jars, and it was found that cream has certain qualities that render it even more liable to absorb and retain offensive odors. In case of sickness or disease, where unwholesome and offensive emanations are present, it is obvious that milk should be most carefully guarded from any opportunity to become contaminated, its use in that case being not only unpalatable, but dangerous.—*Mark Lane Express.*

Kerosene Oil Stoves.

THE kerosene oil stove, like the gas and gasoline stoves, is one of the hostile inventions for use in families which are causing increase of anæmia, neuralgia, nervous troubles, throat and tracheal and lung affections. The allurement of the oil stove is simply its portability and convenience. Of course I refer to such only as I have seen in use about this city. They are burned in the open air of the room or kitchen, according to the purpose; have no connection with pipe or flue arranged for smoke-draft, but, like the common kerosene lamp, throw the toxic carbonic oxide of combustion directly broadcast into the breathing air of the apartment, and render said breathing air unfit for respiration.

While an oil lamp is very injurious in a sleeping-room, especially if burned all night, an oil stove is proportionally worse, because stoves generally feed more flame, consume more of the room's oxygen, and relatively cast out more poisonous gas to be inhaled by the sitter or sleeper, whether invalid or not. I can think of nothing more stupid or prejudicial than the use of any of these modern Handy-Andy contrivances in the room of a person breaking down with lung disease, neurasthenia, asthma, weak or embarrassed heart. And who could think of confining a child with croup, catarrhal congestion of trachea or bronchi, pneumonia, or spasms in a room with a coal oil stove for heat, unless the window be freely opened at the same time for vitalizing oxygen! Better far have such cases where there is no fire; for with soft blankets snugly wrapped, to

keep the entire surface warm, and hot-water bag or bottle near the feet, the inhaled oxygen of pure air will not only keep up the natural heat-making process by oxygenation, but vitalize the nervous energies and help dispel the disease.—*Geo. B. H. Swayze, M.D., Philadelphia, in The Medical Summary.*

A Woman's Dress.

MOTHERS can and do wield a mighty power toward making the lives of their children insensible or sensitive to these things through their careful attention to all the details which self-respect demands in their outward appearance, their dress. A careless, slovenly teacher does not inspire the little ones under her care with wholesome, clean ideas. It matters not how great their erudition, such teachers fail from first to last who fail to create in their pupils a sensitiveness to beauty in every form. Was it that the children wished her to expend more money upon her dress? No, that would mean nothing to them; they could not tell what it was about her that was wrong. Her dress was of suitable material, but a button was off, a large spot was on the front of it, her hair was untidy, her collar soiled, her nails not clean, nor her teeth white and beautiful. Note the contrast: a bright, clean face, teeth that shone as she smiled, nails so neat that when she helped Mary with her work Mary resolved to scrub her dingy little hands until they should look like Miss ——'s. The dress too was neat and tidy, clean collars and cuffs, or a bit of lace—very inexpensive, but dainty, even if it be black; eyes wide open to take in all the possible beauty that could stray into them, whether from the children, the sky, or surroundings. Which teacher will have the best influence upon those children? Would you have your child absorb the careless indifference of the first? A teacher of some very poor little children said, "I wear my worst and least attractive clothes to the Kindergarten." Looking at her one believed it. She could not, without effort, have looked worse. She was as careless in her language as in her dress, and more common in her manner than the worst conditioned of her children. It was a task to remain in her atmosphere, and again and again I asked, "Why is she allowed to be in this position?" "Why must these children still be kept in the same wretched mental condition as their homes?" In their teacher, whose personality should have been an inspiration, was nothing to brighten the dim little eyes, nothing to lift the weary mind, nothing to cheer the sad little lives. The true woman, if she had ever existed, was dead in that teacher. She "could not afford" to dress well, that is, suitably, for those children.

Two young teachers once stood side by side in a schoolroom as the little ones filed in at the morning session. Both were possessed of bright, attractive faces, but one enhanced her personal attractiveness by a bright, picturesque costume; the other had toned down her personal radiance by a dull, somber gown, unrelieved by ribbon or flower. A chubby little fellow, toddling up the line with an immense bouquet in his hand, halted in front of the young women, looked each over critically, and then handing his flowers to the teacher in the bright attire, said to the other, for whom the flowers were evidently originally intended, "I don't love you today; you're not pretty in that black dress." Yet there are scores of teachers, scores of mothers, who think with children it does not matter. Still, upon the sensitive, susceptible mind of childhood no detail is lost.

That is a false notion in training—that the *occasional* will make the permanent impress upon character and action. It is the every-day life, the habitual good-will, the ordinary conversation, the every-day dress, which will determine the wearing of the robe of high action, peace and harmony.—*Carolyn M. N. Alden, in the Kindergarten Magazine.*

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MOUTH-BREATHING OF CHILDHOOD: ITS CAUSE AND RESULTS.

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NO portion of the body performs so vital a part as does that through which passes the air we breathe, that wonderful function upon which our life absolutely depends, the loss of which, even for a few short moments, means death, and whose impairment is followed by ultimate injury to the physical and even mental welfare of the individual.

Although the last statement is true of the adult, it applies to the child with much more force. Anything which affects the proper and correct breathing of the young should be regarded as one of the gravest misfortunes that can befall early childhood. The question of its existence, the cause and probable results, should seriously concern every mother in the land.

Mouth-Breathing.

Many parts in Nature serve two or more purposes. The nasal cavity serves for an air and voice passage, the mouth cavity for a food and voice passage and not for breathing. The nasal passage is about the same size as the mouth passage, although many persons, judging entirely from the apertures leading to each, imagine the nasal passage to be much the smaller.

The primary function of the nostrils is breathing, and Nature has so lined the nasal passages with little sieves as to prevent particles of impurity from passing to the throat and lungs. Poisons, when taken from the air through the lips, can be detected only when they are strong enough to be tasted. If taken through the nostrils, Nature provides an alarm in the sense of smell, and the particles thus inhaled are thrown out by sneezing.

As the breath in passing from the nose into the windpipe must go through the upper pharynx, any stoppage of the latter will prevent the natural process of breathing. Instead of drawing the air through the nose, the child becomes a "mouth-breather." Now this is most harmful, for, naturally, as the air passes through the nose, it is especially prepared for its reception by the lungs by being warmed, moistened, and, to some extent, sifted of the foreign particles which are apt to be found floating in it. Inhaled through the mouth, it is irritating to the lungs. Moreover, the nose itself from disuse is improperly developed, and becomes filled up with polypoid growths and adenoid tumors, just as an unused footpath or roadway will grow up with bushes and brambles. Hence, for this and many other reasons, mouth-breathing is highly injurious.

Correct Breathing.

Not only is it essential to have fresh air, but it is quite as essential to health to know how to use it, or breathe it. We all naturally breathe, but we do not all breathe naturally —that is, as Nature intended. We should all take, generally, but seventeen to twenty inhalations in a minute; but the majority of people, not breathing sufficiently deep, take about thirty inhalations a minute. Next to the skin in its contact with the outside world, there is nothing so important as breathing and the nose and lungs with their office work, as related to the maintenance of

health. We are so constituted that the blood, which is the vehicle of life, in its circulation through the system, must be spread out, as it were, in sheets over surfaces against which air is let in, so that it may receive oxygen from the air and give up carbonic acid gas and particles of organic matter which the system must get rid of by the same means.

As air, with its oxygen, is the only mixture of gases fitted for this purpose, it must have free access to the organs in which the chief apparatus for aërating the blood is located. This consists of two organs known as the lungs. They are situated within the ribs, on each side of the median line of the body. They are formed so as to present, in the smallest space, a very extensive surface to the air. A sheet of air is thus spread alongside of a sheet of blood, with a membrane between so thin that oxygen, carbonic acid, and other ingredients interchange freely.

Breathing is the process by which pure air is drawn from the outer world into the trachea, or windpipe, through the nose. Entering these minute air-cells, it gives up its oxygen to the capillary circulation and receives in its stead carbonic acid gas, watery vapor and gases or decayable organic matter that can thus escape by expiration. The act of respiration is accomplished by the elasticity of the lungs and the mechanical arrangement of the thorax, or chest, in which they are contained. The elastic tissue of the air-cells is distended when the lungs are full, and then quickly contracts upon the air sufficiently to aid in expiration. The contractile power of the muscular walls of the bronchial tubes and the cilia, or hair-like plush upon the inner lining of these tubes, co-operates with the expulsive movement of the air-cells to remove the air and any liquids or solids. The contractile and ciliary movements aid to remove all undue secretion, and is an additional aid in coughing and sneezing where the irritation is too great. Physicians, and those who closely study returns as to the cause of death, aver that fully one-half of those who die between five and sixty years of age die from impure air or affections of the breathing apparatus.

Having defined pure air, and the relations of the respiratory functions thereto, and how they are to be kept in working order, we are to pass next to notice how we are to protect them from impure air by correct breathing. If this be not done to a reasonable extent no increase of capacity, and no riddance of undue pressure, will prepare them to receive a form of aërial supply for which they were never adapted or intended.

First of all in the great open or upper air passages we sometimes need to guard them against certain dangers that may arise. It is to be remembered that the nose, which has no muscular apparatus to close it, is the extension of the trachea or windpipe, and is the natural aperture for the inflowing air. It is true that the mouth is accessory, and in running or violent exercise is available just as are other parts of the body, which are foreign to the essential act of breathing. Yet the gymnast and athlete in all their work are properly taught to breathe through the nostrils. It is against all physiological law to practice clavicular breathing, that is, upper chest breathing instead of diaphramatic. We will pause, however, to speak of the matter of breathing as regards the mucous membrane lining, the nose and throat, etc.

The nose is admirably arranged by its divided and complicated passages, its hairs, secretions and membrane, and its mode of jointure with the larynx, for straining and warming the air, for which purposes the mouth has no arrangement. Bronchial irritation and other lung disturbances frequently happen from undue use of the mouth in the open air, from the habit of breathing through it, or of sleeping with it open.

We do not believe in the necessity of any one having catarrh, sore throat or lung troubles. Correct breathing will have much to do with preventing and correcting those difficulties. Therefore, do not breathe through the mouth; the nostrils are the proper channels. The dog is the only animal that possesses this right, and he holds a license from Nature. The dog is given the use of the tongue, with its unnumbered pores, to serve the same purpose as the pores of

the skin with us, that is, an aid to respiration.

In order to keep this membrane healthy, you must have fresh air in the proper way, that is, through the nostrils. If you are unfortunate enough to get the "snuffles," the forerunner of a cold in the head, take a brisk walk in the open air, and persistently breathe through your nostrils. Do not let a little thing like that master you. If you are inclined to catarrh, sore throat, elongated uvula, swollen tonsils, etc., we will assure you that if you keep your mouth shut and follow our instructions, you will preserve a healthful condition of the throat, nasal, and even internal ear passages.

The mucous membrane of the pharynx is congenial soil to disease, hence another reason for taking the breath through the nostrils, especially by young children. Diphtheria and contagious diseases of the throat may be carried directly to the pharynx and lodged in this delicate membrane, soon developing into the worst forms of throat disease. The lining is to the throat what the skin is to the body, and should therefore be kept in a perfectly healthy condition.

Many persons muffle the outside of the throat with the greatest caution and leave the inside wholly unprotected or exposed by keeping the mouth open and taking the breath through it, and the next day wonder how it is possible to have such a cold after taking such extraordinary care. The outside of the throat needs no more protection in winter than in summer.

You should be able to baffle catarrh, sore throat and all kindred affections. We would like to say to all men, women and children, shut your mouths! We would send forth this caution, not as an impudent demand, but as good hygienic advice. Do not breathe through your mouth, even when you are asleep. True, you cannot lie awake to become cognizant of the fact. Cleanse your teeth well just before retiring, and if you cannot keep your mouth shut in any other way, do as the Indians do with their pappooses, tie the mouth shut. The Indian warrior sleeps, hunts and even smiles with his mouth shut, and respires through his nostrils, because he was taught, or rather compelled, to do it while young. Would it not be a good thing for parents of more civilized races to do the same with their children?

For the preservation of the teeth also, this precaution of keeping the mouth shut should be heeded. The teeth require moisture to keep their surfaces in good working order. When the mouth is open, the mucous membrane has a tendency to become dry, the teeth lose their needed supply of moisture, and then come discoloration, toothache, decay, looseness and finally loss of teeth.

It is an excellent plan also to keep your mouth shut when angry. The habit of closing the mouth when once acquired is not soon forgotten. How important, therefore, to form this habit in early childhood!

Causes of Mouth-Breathing.

How often we see young children deprived of fresh air until they are compelled to use mouth-breathing. How many times have we seen one of them covered up in cradle or crib, to keep the flies off in summer or a draft of cold air in winter, or bundled up in the nurse's or mother's arms on the street until the poor child was half asphyxiated, unable to get enough air through the nostrils, and then open would come the mouth, fairly gasping for fresh air. Very many times, also, I have seen children in coaches on the street, covered up, head and heels, in such a way that they could not obtain sufficient air to carry on normal respiration; or else the face covered completely over with a thick, heavy veil that interfered seriously with correct breathing. This state of things ought not to be allowed for a moment, as a child's face should never be covered or obstructed in any way, either indoors or out of doors.

Another cause of mouth-breathing in children is the vitiated air in our homes, especially in our sleeping apartments. Impure air is far more a cause of ill health than most persons imagine. It is not merely that various lung diseases are caused thereby, but mouth breathing is also engendered. The venous blood, laden with its used-up material, ready to be delivered and exchanged for the vital

oxygen it needs, is not clarified as it should be, and the vessels are compelled to carry back again some of the used-up material. To some extent the whole system is devitalized. There is a sense in which pure air is as much a food as anything that is taken in the stomach. If we are deprived of it, there is a real want of nourishment. The blood fails to be the distributor of vitality that it should be, and the result is a general loss of vigor.

Mr. George Catlin, in his History of the North American Indians, says he "never met with one that breathed through the mouth, nor one that was deaf unless born so." Disease of the upper air passages is likewise unknown among the Indians. The habit of breathing naturally through the nose would therefore appear to preserve a healthy state of the air passages. The Indians, however, do not live in our modern houses, with inside doors as well as outside ones, and inside shutters and outside ones, but in wigwams, with plenty of chinks and crevices for the entrance of fresh air.

Sunlight and fresh air are the best sanitarians we have. You cannot grow cabbages in the cellar. Neither can you grow healthy, robust children without plenty of fresh air and sunlight.

The Results of Mouth-Breathing.

Now, let us consider some of the evils that follow mouth-breathing in childhood. As has been said before, the air has not been properly prepared to enter the lungs. Then, again, the supply of air is far less in amount than is required for healthy respiration. The child is thus deprived of the usual proportion of oxygen demanded by Nature. The outgrowth, therefore, of these primary results of mouth-breathing is a somewhat startling list of diseases, as will be seen in the following explanation of them:

1st. The air not having been properly prepared for the lungs, the latter are unduly irritated. Then follow attacks of bronchitis and lung troubles, from which this class of children commonly suffer.

2d. The fact that the air supply is diminished will account for the next train of evils. For this reason the blood is not properly oxygenated, and the entire being suffers in consequence. The child is pale and bloodless in appearance. His growth is retarded, his chest becomes contracted, and he is apt to be "pigeon-breasted." He is more likely to suffer from lung diseases than one whose chest has been naturally developed, and when attacked is less liable to recover.

3d. The effect of not using the nose is to deform it, both outside and in, and to prepare the way for troubles in after life of a most distressing nature, in addition to which should be mentioned catarrh and loss of smell and taste. If attacked by diphtheria or scarlet fever, with throat symptoms, these children are less likely to endure, because of the greater severity of the disease, the greater difficulty in treating it, and of the feeble and debilitated condition of the patient. For a child with weak lungs cannot have a strong heart.

Finally, as a result of mouth-breathing follow chronic enlargement of the tonsils, enlargement of the adenoid tissue at the vault of the pharynx and its sequel, inflammation of the ear; moreover, the existence of these evils often gives rise to other conditions infinitely worse than themselves.

Suppose, on the other hand, that the child has escaped with his life, and has grown to manhood. If what has been said already about the permanent results of mouth-breathing be true, he has paid dearly for the experiment. You will find all this class of persons with the local trouble of thickened and diseased mucous lining of the upper air passages, going around with mouth wide open and expressionless countenances in the daytime, and invariably making night hideous with snoring that not only disturbs their own peaceful slumbers, but those who are compelled to occupy the same apartment with them. A mouth-breather always snores. And what a distressing sight to behold a snorer sleeping; and what a contrast with one who sweetly sleeps as Nature intended, with the mouth closed.

It is true that most of these original troubles, caused principally by mouth-breath-

ing, can be cured in early childhood by the science and skill of the physician and surgeon; but it is exceedingly difficult to effect a cure after the patient has suffered for a considerable length of time. The period for treatment is not, therefore, when the child is grown, or half grown, but at the very outset, or before the evil results have become established.

But an ounce of prevention is better than a pound of cure. Then why not teach the children how to breathe properly, and thus avoid all these troubles to which we have alluded?

When the truth of the dangers of mouth-breathing in early childhood is thoroughly understood we shall hear less often of catarrh of the head, snuffles, bronchitis, membranous inflammation of the throat, enlarged tonsils, adenoid and polypoid growths, inflammation of the internal ear, decayed teeth and thickened speech.

DOMESTIC DOCTORING AND ITS ABUSES.

BY HALSEY L. WOOD, M. D.,

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WE presume that no one will question the assertion that the best work in any form of human activity is done by those specially trained in its performance. Without experience in architecture no one would attempt to draw the detailed plans and specifications of a house; nor would one with a valuable watch needing repairs entrust it to the care of any unskilled acquaintance who might offer his services. To do this, every intelligent person knows, would be to invite disappointment and insure disaster. And yet, if the mechanism of the human body, a system infinitely more delicate and complex than that of the most elaborate watch, gets out of order, we act as if we thought almost any one competent to give advice concerning it. Deep down in the hearts of men, there is, for one reason or another, the feeling that, however it may be in other professions or pursuits, the ability to doctor follows Dogberry's views as to reading and writing, and "comes by Natur'." A finer skill than results from experience, a clearer insight into the mysteries of the human frame, are, in some occult way, hidden from the wise and prudent to be revealed unto babes in knowledge and experience. Hence, the great good fortune to be treated medically by the seventh son *of* a seventh son; to have your broken leg set by "a natural bone-setter," or your obscure ailment dissipated by an incantation of "the wise woman." Strange, and at times most fatal of inconsistencies, we trust ourselves and those dear to us where we would not trust our watch or our horse; and when disaster comes, as come it will, we mourn "a dispensation of an inscrutable Providence," instead of our own credulity and stupidity.

It is true, as recently pointed out by the editor of this magazine in his article on "Household Remedies," that "there was a time when all medicine was that of the household, and the growth of the art towards a scientific basis began when persons began to collate and sift the wisdom of households, and strive to get at the principles underlying the facts." Just now there are too many households, and too many facts, for any one to depend on unskilled observation and untrained observers. With

the specializing of knowledge that is constantly going on, it has long since become impossible for us to lean on any such feeble staff as this in the treatment of disease.

There are doubtless some simple modes of treatment which may be safely carried out, but there is also the danger that in the oral transmission of the details of domestic medicine some important link may be forgotten, in which event the sequel is likely to disappoint expectations. An English newspaper, published in Cheshire, recounts an instance in which three workmen imagining that they were suffering from itch, "the advice of a fellow-workman was taken, and some nitric acid and quicksilver were procured, mixed, and applied to the skin." As a result of this, two of the men died.

It is a moment of especial danger in domestic medicine when the unskilled prescriber not only forms diagnoses and directs treatment, but attempts to prepare his own remedies.

We would not be understood as implying that the results of domestic or family treatment are always disastrous, or, so far as many slight ailments are concerned, necessarily serious. The danger lies in the attempt of the untrained mind to discriminate between ailments of serious or trifling import. A derangement of the stomach in children is a very common, and by no means alarming, symptom. It may accompany a slight and transient indigestion, or it may be the advance herald of meningitis or a scarlatina. We do not, therefore, assert that a physician should be summoned whenever this symptom is present because it has sometimes serious associations, but to call attention to the fact that the *significance* of any symptom is to be determined by those associated with it, and, when these are carefully watched, the prudent mother will not long delay in seeking professional advice.

There is a very important division of domestic doctoring which, for want of a better name, we shall call neighborhood prescribing. There are individuals, otherwise estimable, in every community who are ever ready to advise their friends and acquaintances as to what they should do in cases of illness. There always exists a parallel case in their experience to the one in question that has been cured, if the case be acute, or greatly benefited, if it is of long standing, by some method of treatment other than that prescribed by the medical attendant. But it is a purely advisory function that they cultivate, since, having no intelligent basis for their suggestions, they lack the courage of their opinions, and usually are quick to retreat and retract if any unfavorable issue threatens. They are careless or indifferent to the fact that, so far as they exert any influence at all, it is prejudicial to the physician, should one be in attendance, and unsettling to the confidence that may be reposed in him by the family.

Let us look, for a moment, at the evils of domestic doctoring and irresponsible prescribing from the standpoint of the doctor. Here is a man who has given the best years of his life, and the hardest and most painstaking toil of which he is capable, to discipline his mind and train his hand in the performance of the duties of his chosen profession. There is no Meisterschaft system in Medicine. Conscious that his life has gone into his work, he is naturally impatient with much of the uncertainty of mind and vacillation of purpose that he constantly meets. Can you imagine, for instance, anything more exasperating than for a doctor who has spent an hour or more in testing a patient's eyes in order that she may be properly fitted with glasses to be finally told that she had decided not to wear them as they were "not becoming to her"?

"Doctor," said a young woman, addressing an oculist under whose treatment she had for some time been, and whose directions she was carrying out but indifferently, "I was in a store last night, and the clerk, noticing my eye, asked if he could look at it. He looked at it and said it was just such an eye as his sister had, and he didn't believe I would ever get well. I went right home and couldn't sleep all last night." "Ah!" replied the oculist, "and what does the milkman say about your eye?"

We hope that we have said nothing to discourage parents from learning, as thoroughly as they may, the laws of health, and as to what is requisite and practicable for them to do in the relief of pain and suffering. The subject is, however, a very difficult one to discuss, as limitations, and very essential ones, hedge it in on all sides. In nothing is a little knowledge so dangerous a thing. There are some rules as to action in emergencies, principles in extending first aid to the injured, that can be put into play by any bystander who has acquired the necessary knowledge that is readily obtainable. This does not concern the use of medicines or involve aught other than placing the patient in the best position to avail himself of the services of a physician who may not at once be at hand. But the chief sufferer in domestic doctoring is, it seems to me, the helpless infant who can have no voice in the matter, but whose stomach is made the dumping ground of mixtures prescribed by advisers of all sorts and conditions. Diseases are thus unquestionably manufactured for him, and tendencies implanted to bear serious fruit in later years.

WAKEFULNESS IN CHILDREN.

BY JOSEPH COLLINS, M.D.,

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INSOMNIA in children always indicates that there is trouble with some of the functions of the body, and it deserves careful looking after. It has been shown that sleep is attended with a diminution of the amount of blood in the brain, so, conversely, anything that will increase the amount of blood will produce wakefulness. In older people this is most often brought about by worry and care; but these factors are not operative in childhood unless the child be of sufficient age to attend school, when frequently overstudy, combined with the pernicious habit of crowding and cramming for examinations, may prevent peaceful and restful sleep. Exercise is just as potent a factor in increasing the power and capabilities of the mind as it is in the body, and no one will gainsay the beneficial results from such labor in moderation; but so soon as the immature brain of the child becomes in the slightest way overtaxed, a continuance of the mental exercise does harm and may result in something much more serious than simple insomnia.

Indigestion.

The next most frequent cause of wakefulness in children is the presence of some irritation in the digestive tract, and, after this, the presence of anything that will cause fever. Thus we see very frequently the delicate organism of young children made the receptacle of malarial poison; and as this produces its exacerbations in the shape of fever, we have insomnia and distressed sleep as the result. Children who are allowed to eat solid food in considerable quantity shortly before retiring are apt to be troubled with restless and imperfect sleep, for the reason that during digestion of these substances a larger amount of blood is required in the digestive organs; and as the heart cannot exercise a selective action and send blood to the stomach alone, the brain likewise receives an

extra quantity of blood, and this keeps the little patient from sleeping. It is in this way or in a more direct manner that the circulation is increased by the taking of tea or coffee; or of stimulants, thus causing wakefulness. These last named should always be prohibited to children, not alone because they cause wakefulness, but on account of their deleterious action on the nervous system generally.

Uncomfortable Position.

We spoke in a previous article about the position of the body which is most conducive to sleep. It might here be mentioned that when children are put to sleep while in the nurse's arms and then put in the cradle, the difference in the two positions is sufficient to disturb slumber, the head being in one case high and in the other low. It is better as a matter of habit to accustom children to go asleep while lying in the crib; then they are reconciled to their surroundings, and if they awaken they will not cry out or be alarmed.

Mothers have it within their power to prevent sleeplessness in children in almost every case excepting where they are kept awake from pain or severe disease. If the causes that have already been spoken of are prevented, much of the difficulty in this direction will be overcome. There are many little ruses which may be resorted to and which are effective in contributing to the quiet and general comfort which are the forerunners of normal sleep. The most common method adopted for bringing this state about is by the lullaby. No one will have the temerity to suggest that the lullaby owes its magic potency to any artistic method in which it is rendered. As a matter of fact, the greater its monotonousness and the simpler its cadence, the greater its efficacy. It acts by producing a weariness of the nerves of hearing, and at the same time prevents the child's little brain from receiving and entertaining stimuli through other pathways, drowning the others, as it were.

Soothing Influences.

There are many other little knacks which are frequently of service, and the possession of them or a knowledge of them by a nurse is invaluable. We see every day that some nurses have a soothing, beneficent action on children, while others, who are apparently as careful in every way, have just the opposite effect. A child can frequently be put to sleep by quietly stroking the forehead just over the eyebrows, or by employing any other simple means to distract its attention. Children who habitually suffer from cold feet, this in turn causing sleeplessness, may be made to sleep nicely by giving them a hot footbath before retiring. Of course, the very fact that children suffer from cold feet habitually indicates that in nine-tenths of the cases there is something radically wrong with their digestive tract, and this should be sought for and corrected. To prevent the night terrors and sleeplessness due to injudicious feeding shortly before retiring, nothing is necessary but the removal of the cause, and the symptom will disappear by itself.

It is not uncommon for mothers to allow their children to go to sleep while nursing; and it is one of the commonest practices, particularly among the lower classes, to put the child to the breast whenever it cries. This, of course, is an error, for the little one may be creating the outward disturbance as the expression of an inward one, the result of indigestion, and additional nursing is but simply adding fuel to the flame. Then, again, many children early contract the habit of going to sleep with the finger in the mouth. This is repulsive, both from an æsthetic and hygienic point of view, and should be prevented from the very start. The continual sucking of the finger will in itself be sufficient to set up a condition of wasting and ill-health, not to speak of the disturbances of sleep and dangers of taking noxious substances into the system. Not infrequently it becomes rather difficult to break the habit, and different methods will have to be tried; covering the offending fingers with some very bitter substance, like a mild solution of quinine, made to adhere to the finger by the previous application of glycerine, will soon make the little patient think less of its pastime and stop it.

The disturbed slumber which accompanies the presence of worms in the lower alimentary

canal is attended most commonly with grinding of the teeth and picking at the nose and mouth while asleep, frequent turning and changing of the position in bed, and not infrequently a sort of nightmare. The disturbance of sleep arising from constipation is of a mild form; the drowsiness and unrest manifested by the apathy and dullness of the child in the morning are the most common after-effect. This can be entirely overcome by giving a small quantity of a rhubarb-and-soda mixture on retiring, and by making the child take plenty of exercise in the open air during the day.

Speaking of out-door exercise, it is well to emphasize this point. We all know what a drowsy feeling comes over us if we remain long in the open air, especially if the day be cold. This feeling of languor and desire for sleep is not so apparent while in the air, so long as it is not excessively cold, but it comes on immediately when we go to a warmer atmosphere. Therefore, when we combine with this out-door life a goodly amount of exercise, that is sufficient to produce tiredness without extreme fatigue, it will have a most salutary influence upon the child's rest.

In weakly, irritable and nervous children who are bad sleepers, or who have trouble in going to sleep, there is nothing that acts so much like magic as the external application of warm water, applied as a warm bath, or by means of the wet sheet. Warm water acts to produce a powerful and pleasing sedation of the sensory nerves all over the surface of the body. It acts on the sensory nerves in the same manner as does a lullaby on the nerves of hearing. In the case of hearing, however, there are but two nerves, while there are hundreds of sensory nerves; so the application of warm water may be compared in its beneficial results to the simultaneous application of a large number of lullabies.

There is a variety of sleeplessness in children in which the action of cold water, applied by means of cloths dipped in it and then wrung out and applied directly to the head, is beneficial. It is of most use when the insomnia is attended with a full pulse, flushed face, a feeling of heat in the head when the hand is applied, and restlessness. It is a well-known fact that in Thibet mothers place their wakeful children in positions where a small stream of cold water can be made to pour gently upon the head, the children very soon falling into a sound, refreshing sleep.

Regarding the administration of medicines for the relief of sleep and its disorders in children, it may be said that it is only on very rare occasions that such are required; as has before been stated, removal of the cause is sufficient.

Somnambulism.

Sleep-walking is not a very common condition in children before the second teeth make their appearance. It, however, occurs with considerable frequency after this period. It may be considered a form of disturbance of sleep in which the parts of the brain whose function it is to govern movements are active; the results are that the patient arises and does some act requiring complicated muscular movements, or walks long distances, or performs some hazardous feat, without fully regaining consciousness. Many stories are told of the wonderful feats performed by persons in this condition; and as it is a feature that commends itself forcibly to the romancer, the examples in fiction bid fair to outnumber the actual cases. Its occurrence in children should be carefully investigated, mainly because if it once occurs there is danger of its repetition, with chance of an accident. As a rule, it occurs in young people who are born with a nervous inheritance, and measures must be taken for the removal of this slumbering ember which may at any time burst forth into flame. The same instructions that have been given for the relief of night terrors apply here.

Dreaming.

We can only be sure that dreams occur when we are told of them. It is probable, however, that they do occur in early childhood, and that the flitting of a frown or a smile across a baby's brow is the outward manifestation of the pleasing or pleasurable stimulation. It has been worked out with a

great deal of ingenuity that different forms of dreams have different forebodings, but this is, of course, of no moment, and simple dreams without any terrifying or harrowing tendencies do not need special consideration. Like a great many other disturbances of sleep, they may be associated with improper position of the body, overfeeding, want of food and drink, or some disordered condition of the nervous system amenable to the treatment already named. Children should not be encouraged to attempt to relate their dreams, for in this way the thought given to them may be sufficient to give an impulse to their repetition, and a habit of dreaming will soon be acquired.

A NEGLECTED FACTOR IN EDUCATION.

BY LOUIS HEILPRIN.

III.

IT appears to be in the nature of our educational mechanism that, while it disciplines the mind and supplies the materials for building it up, it tends at the same time to repress its activity. The rigid methods in teaching, the unsympathetic manner in which the information is communicated through the printed pages of the text-book, the system of recitations and of examinations, the element of emulation, the inexorable routine, the physical and mental discomfort involved in severe restraint—all these things contribute to hinder the evolution of interest and to repress the thirst for knowledge. Constant drilling can hardly fail to reduce the sensitiveness of the mind. The petty excitements of the laborious journey and, at the same time, the monotonous exertion dull the impressions received by the way.

Nothing is more potent in developing specific currents of mental activity in the individual than the influence of association; but association in the schoolroom has also the effect of distracting the mind and dissipating interest, petty preoccupations taking the place of fruitful interests. There is no fruitful communion between the pupils during the times of study, and the substance of their studies barely enters into the material of their ordinary intercourse, that expansion of spirits which comes with release from restraint and toil being little calculated to induce serious moods tending to thought or discussion. The contagion of interest acts most powerfully between minds in sympathy with each other. But as a general thing there is very little intellectual sympathy between the teacher and the individual pupil. In the classroom the dispenser of knowledge can hardly be said to come in contact with the recipient, but is in a measure compelled to stand distant and aloof from him. He has to deal with an aggregation of minds and not with the individual intellect, and it follows that the individual intellect is but feebly responsive. To enroll a large number of pupils together and make them pursue a common path may enable the instructor to overcome the refractoriness and combat the indolence of the less intelligent and more sluggish ones, who find it natural to be impelled onward along with the rest; but the intelligent and quick-witted child is deprived of the stimulus which would be afforded by intimate contact with the teacher.

In the classroom the ardor and animation

of the teacher are necessarily diminished by the consciousness that many of his pupils do not comprehend or are indifferent to what is being taught, and it is in a great measure impossible to determine what impresion is being produced upon the individual pupil. When we seek to interest a child, to guide his steps into some new channel, it is necessary to be able to discern what is going on in his mind. We must be able to give him a chance to think and question, and we must be able to question him. The inability of the teacher to have an oversight of the individual pupil constitutes a main defect in the system of school instruction. A barrier is thrown round the child, cutting off free access to the founts which should feed his intellectual currents. He is not told "Question and thou shalt know!" and he pursues his path in silence, following whither he is led, unconscious of the fact that it is not altogether in the nature of things that his path shall be as dry as it is.

We imbibe interest most readily from those who are near to us, from those who have started on the journey of life at about the same time with ourselves, from those who are our close associates, with whom we have bonds of intimacy. But the teacher in school for the most part cannot be the associate of the pupil. The disparity of age is there (which is not so potent in the case of near relations), and all it entails, the inevitable lack of opportunities of ordinary intercourse, the absence of bonds of sympathy resting on long acquaintanceship, and the obstacles to closer intimacy with individual pupils arising from the legitimate fear of exciting dissatisfaction among their companions. This is a strong reason why the conveying of interest from teacher to pupil should, in general, be a comparatively feeble process.

It is of the essence of ordinary school instruction that the acquisition of knowledge shall be in the nature of a task. The brain is kept busy stowing away the material administered to it, and, by reason of its absorption in this work, the impulses which it receives are necessarily of a feeble order. To be compelled to memorize is a condition opposed to the generation of interest. When the pupil is mainly intent upon his task as such; when his attention is distracted by the involuntary intrusion of reflections concerning the immediate practical outcome of his efforts, to be determined in the recitation or examination; when mechanical repetition induces a distaste for the matter placed before him—then the substance which he imbibes enters the brain deprived in great part of its quickening principle. The child whose daily task consists in committing to memory the contents of a paragraph or two in some text-book of universal history is not on the way to develop an interest in history. The pupil who has to memorize the judgments of critics regarding the literary productions of past ages is not on the way to become interested in the study of literature. Things which afford a stimulus to the brain will often, through repetition, reduce its sensitiveness to impressions of a similar order. The method of acquiring knowledge by which it is doled out according to measure, so much a day, this constant proceeding by measured step, does not favor the evolution of interest. The prominence which this feeling of inevitable subjection to a uniform routine of task-work assumes in the mental habit of the child often tends to obstruct the avenues by which fruitful influences might operate upon the mind.

One reason why the workings of our educational mechanism are to such an extent barren in their results is that we seek to plant the seeds of knowledge before the soil is prepared to receive them. We expect them to germinate and to bear fruit when the conditions favorable to growth are wanting. We administer food to an organism which does not crave for it, imagining that the presence of the nutriment will induce the craving (which, indeed, it will do in some cases), instead of first applying ourselves to create the condition necessary to the digestion of this nutriment. We keep administering course after course without allowing for the fact that the appetite is lacking. We make insufficient effort to see that the child's interest be aroused to some extent beforehand in the subjects which are to be taught him. We fancy that the pupil will become interested as

he advances into the study. Many pupils will, but the majority will not. We teach the child to bound every state in the world and make him learn all the capitals before he has the slightest interest in any acre of land that he has not seen. We teach him to locate a long array of capes and promontories without his having any conception of their significance as landmarks. We endeavor to make him familiar with notions of latitude and longitude while his mind is still altogether too crude to imbibe them intelligently. We introduce him to a whole abstract system of grammar when it is only through sheer violence that the little brain can be made to follow us. We drag him from one corner to another of the great tableau of history and compel him to take in its insignificant details before he has been given a chance to acquire any interest in any age but his own, unless possibly to the extent that the struggles of his native country may have found a response in his feelings. The same is the case, in some measure, with the teaching of Latin. After a wearisome study of grammatical forms and the meanings of words, a plunge is suddenly made into Cæsar's Commentaries, which, perhaps, not one student in a hundred would consider sufficiently entertaining to read even in the best possible translation. When the study of Virgil is taken up the pupil is jolted mercilessly over the charming fabric of the Æneid, experiencing usually little else than pain as he travels along, while it was possible to make his journey vastly more exhilarating by a series of preliminary English readings, in which the fascinating network of episodes might have been unraveled before his gaze. Algebra is usually taught for a considerable time before it begins to have any real meaning for the young student, while it is possible to make the study possess considerable charm at the start. This applies equally to geometry. When the child takes up the study of physics he is frequently made to pass abruptly over the threshold of mechanics, and is bewildered by what is placed before him, his attention not having been directed in advance to the physical phenomena which daily present themselves to him.

It is evident that the success of systematic teaching in any given instance must depend largely upon the extent to which the ground has been broken before the actual work is begun, that is, upon the extent to which the mind of the pupil has been rendered receptive with regard to the particular order of material which is to be administered. Many a young student of Greek history who goes through his lessons in a mechanical fashion and derives no profit from them might have approached his task with a mind very differently prepared for it had he been allowed long beforehand to imbibe, from time to time, in a pleasurable manner, a little of the romance attaching to the semi-historical career of Aristomenes or of the inspiration afforded by the deeds in the Persian wars. The degree of interest with which a child will pursue the study of physics and the intensity of the interest engendered will depend largely upon the extent to which his attention is directed toward the ordinary manifestations of Nature's forces while he is still at an age not sufficiently ripe for the systematic study of the science. Everywhere about us, and at all times, motion, force and resistance are exhibited in an infinite number of ways, but that which is always present and has always been present usually possesses no mystery for the untutored mind, and our interest is not apt to be awakened until we have caught the spark of contagion from others. But when the attention of the child is arrested by influences emanating from those about him he may readily be brought into contact with the phenomena which have escaped him hitherto by reason of their constant presence.

Frequently a slight stimulus from without is all that is needed to convert a passive sensitiveness of the mind into an active interest. The great book of Nature is constantly open before the child, but it is to a vast extent a mere matter of accident whether or not he will learn to read in it. A great deal will depend upon the readiness of those about him to supply the key to this simple art. To leave the awakening of the child's faculties to the frigid pages of the text-book, to the atmosphere of the recitation room, to the words of

the harassed school-teacher, means in many cases to withhold this key. To teach him how to read in the book of Nature, we must read with him sympathetically and joyously, communicating our interest to him by the warmth of manner which is the natural expression of this interest. In thus directing the childish steps early into the paths that lead to an active acquaintance with Nature, the most efficient instruments offer themselves to the teacher, provided by those who have labored in the field of juvenile education. By the intelligent employment of the many excellent books prepared for the benefit of youthful learners, by using them as texts to be read, explained, and pondered over without the accessories of tasks and recitations, fine fruits may frequently be harvested in the way of awakening the faculties and engendering interests where the application of formal methods of instruction would result in failure.

If the healthy development of the intellect is hindered by the adverse conditions under which the nutriment is received into the brain, a moment's reflection ought to make us realize how much there is in the character of the nutriment itself, as usually administered, to hinder such development in early childhood. It appears to be in the nature of a necessary evil that the work of "laying the foundation-stones of knowledge" is so little calculated to have an expansive and quickening effect upon the mind of the child. President Eliot, of Harvard University, in discussing the problem of the possibility of reforming the methods of school instruction in the direction of insuring that systematic development of the "judgment and reasoning powers" which existing methods have failed to achieve, says, speaking of the work done in the free public schools:* "More than 90 per cent. of the school children do not get beyond the 'grades,' or the grammar school, as we say in New England. Now, what are the staples of instruction in the 'grades,' or in the primary and grammar schools in New England? They are reading, spelling, writing, geography and arithmetic. In very recent years there has been added to these subjects some practice in observation through drawing, manual training, kindergarten work in general, and lessons in elementary science; but these additions to the staple subjects are all recent, and have not taken full effect on any generation now at work in the world. Moreover, it is but a small proportion of the total school time which is even now devoted to these observational subjects. The acquisition of the art of reading is mostly a matter of memory. It is, of course, not without effect upon the development of the intelligence, but it does not answer well any one of the four fundamental objects in an education directed to the development of reasoning power. The same must be said of writing, which is in the main a manual exercise, and one by no means so well adapted to cultivate the powers of observation, the sense of form, and the habit of accuracy as many other sorts of manual work, such as carpentering, turning, forging and modeling. As to English spelling, it is altogether a matter of memory. We have heretofore put too much confidence in the mere acquisition of the arts of reading and writing. After these arts are acquired, there is much to be done to make them effective for the development of the child's intelligence. If his reasoning power is to be developed through reading, he must be guided to the right sort of reading. The school must teach, not only how to read, but what to read, and it must develop a taste for wholesome reading. Geography, as commonly taught, means committing to memory a mass of curiously uninteresting and unimportant facts.

"There remains arithmetic, the school subject most relied on to train the reasoning faculty. From one-sixth to one-fourth, or even one-third, of the whole school-time of American children is given to the subject of arithmetic * * * * the least remunerative subject in elementary education as now conducted."

Mr. Eliot argues here from the standpoint of the necessity of developing the judgment and reasoning power. But how much more

* In an article entitled "Wherein Popular Education has Failed," published in the *Forum* of December, 1892.

barren still must the material of instruction offered in the elementary schools appear when examined from the standpoint of the necessity of imparting that quality to the mind which is expressed by the word "interest!" With this meagre kind of aliment, which it is constantly forced to take in excess, the intellect refuses to grow vigorously, and, if the regimen is long continued, a process of induration may supervene ending in a greatly reduced sensitiveness of the mental retina. There is little doubt that in the case of many children the "stupidity" which we encounter is to a great extent the expression of the influence of long-continued, to them unwholesome, mental discipline.

FOR SPRING AND SUMMER WEAR.

WHOEVER first wrote of the sweet simplicity of childhood plainly belonged to another and a different period from ours. Children are still sweet—sometimes; but they certainly are not simple—at least, they who are dressed, educated and trained according to the time are not.

How can they be, when from the hour of their christening they are made more or less conscious of their clothes, until, when they reach a considerable degree of intelligence, they come to regard their apparel as of almost as much importance as their parents do? Instead of regarding their frocks and jackets, caps and shoes, as incidents of comfort and convenience in their daily life, they think of them as subjects requiring much attention, of which the air and style, the color and cut, are important.

More than ever this season are the children's fashions unchildlike. Frills, furbelows, ribbons, alas! almost crinoline, are to be seen on garments so small as to be fit only for babies, while the style differs in no way from that of their mammas. The same kinds of goods, even to silk and satin, are made up into children's clothes as are found in adults'; the same kinds of trimmings, both as to cost and character are used; the same general effects produced. Poor little folks! What wee girl could roll comfortably on the hay, conscious that her flounced frock was being ruthlessly injured; or what tiny boy enjoy a good boy-frolic in an elaborately ruffled blouse and patent-leather shoes?

For the Boys.

Yet the boys have the best of it, for they may, upon almost all occasions, appear in the comfortable sailor suit, if their mothers be so minded. The sailor suits, made with both short and long trousers—the latter being called the "Middy" suit—come, not only in a great variety of materials and colors, beside the customary blue flannel, tricot, cheviot, duck, cotton, Bedford cord, as well as cotton-and-wool Bedford cord, piqué, serge and others; but the absolute simplicity of the original style has been replaced by such trimming as the present style will admit of. For instance, the plain square collar of the stuff of the blouse will be overlaid with a smaller one of color, and cuffs of color will be added; or rows of fancy braid will be used, and cords of mixed threads will be looped across the front of the blouse in a supposed strictly naval manner. Anchors surrounded by silk embroidery, or worked in gold thread, or in white and colored thread, on white or cotton goods, decorate sailor suits wherever possible to place them. Sleeves of sailor

suits are rather fuller than they were wont to be, having shared in the prevailing tendency to enlarge all sleeves; and the fulness, instead of being put into a band at the wrist, is frequently laid into vertical plaits stitched on the edge, 3 or 4 inches deep; thus forming a cuff of the sleeve itself. With the sailor suit, the flat-topped round cloth hat, fitting on the head with a 2-inch band, usually bearing the name of some vessel, is the proper head-gear; but it is open to the very great objection of giving scarcely any shade to the eyes, in which it is much inferior to the military cap with the visor.

Other Styles.

Little boys are put into trousers much earlier than they used to be, overgrown boys of four being constantly seen in them. While it makes them mature faster, it is much easier for the mothers, and on that score, at least, is to be commended. The "zouave" suit, the round jacket and blouse, either of lawn, cashmere or silk, with trousers, is the least abrupt change from the kilt to the "knee pants," and is becoming to almost every child, which the sailor suit is not. These suits are made in almost every material at almost every price; but only two ways of trimming seem to be in mode—either a light embroidery in fine cord-braid, which is chiefly used on velveteen and heavy, plain cloths, or rows of very small silk-braid berry buttons, without braid or cord, found on suits made of mixed goods, finished by two rows of stitching, a quarter of an inch apart.

The Russian suit also is, for the figures to which it is adapted, an easy medium from kilts to trousers. It has the latter garment to be sure; but the upper one is a long double-breasted blouse, reaching almost to the knee, loosely gathered under a belt, and trimmed on the extreme edge of the over-lap and around the entire skirt.

The most useful outside garment for both little boys and girls is the long-worn reefer. This fills an intermediate place which no coat can. They are to be found in tan and gray shades almost as much as in blue this season, and in these colors are most frequently finished in braid to match, and have braid buttons. The blue reefers show a tendency to black buttons, and, where braid is used, to black braid, in place of the gilt, in both buttons and braid, of a year or two ago, although the gilt buttons are still thought prettier on very little reefers.

Wee boys have rather more distinguishing marks of sex in their clothes this year than they are usually allowed. Although they still wear girl-materials—lawn, gingham and the like—their frocks are very generally made with jacket fronts, trimmed with braid and buttons, or three long box plaits, or a broad triple box-plait from neck to hem in the front of their dresses. From some mysterious decree of fashion, plaits have always been considered as masculine, and gathers as feminine; so that, in the scheme of infant dressmaking, these two methods of adjustment have become recognized as determining sex. Woolen materials, such as light-weight serges, cotton and wool flannels, light-weight Scotch flannels in pretty, soft plaids and stripes, camel's hair, cashmere and others, are oftener made up than heretofore for two and three-year-old children. It is gradually being recognized that a thin wool goods is quite as cool, and much more comfortable than starched cotton and linen, while the saving in laundry expense is considerable. For seashore use these woolen frocks are almost banishing cotton ones, which so readily absorb moisture, to the danger of the wearer, and as easily lose their freshness, to the detriment of his appearance.

Materials for Girls.

Silk and silk mixtures are entering into the wardrobes of little girls and baby girls to a discouraging degree. Silk is not adapted to the needs of infancy, having its proper place to fill later on. Yet silk in frocks, in cloaks and hats is seen in every shop. Even the heavy bengaline is made into sacques in the shape of reefers, and trimmed with expensive lace, a mixture of stuff and style not more useless than tasteless.

This is a season when color rages, and even in baby's wear we find, not only pink and blue,

but yellow, green, and often red. Challies, crêpons, crêpeline, as well as India silks, are found in little girls' frocks, exactly as in their mammas'; and they are trimmed with just the same big, flopping ruffles of lace over their small shoulders, and just the same flounces and frills and bands upon their skirts. Only the pretty guimpe of lawn or muslin remains of old styles to remind us of the real little girls of a few years past. The waists of their frocks are commonly cut in the so-called Empire style, and are as unbecoming to them as to their elders. Of course, there are exceptions which may be discovered by diligent inquiry; but these miniature copies of prevailing grown-up modes are what are strictly the fashion.

"Hop-sacking" is a wide, new, rough, loosely woven goods in wool, which looks exactly like sacking; is relatively inexpensive, and is considered to have great merit in wearing qualities, which it certainly ought to have, for it has none of beauty.

The challies and woolen crêpes never were more attactive than now, and their exquisite floral designs, on the softest of toned grounds, are as pleasing as possible. They make most useful and desirable afternoon dresses for warm weather; and as the fine qualities are of good width—about 30 inches—they are not very expensive, even at the increased prices that all-woolen goods bear this year. Fifty-inch serge at $1.40 or $1.50 a yard makes excellent children's frocks, and it does not require very much to make them, on account of its width. It may be had, not only in blue, and white, but in several other useful shades, including tans and grays. An especially fine and good, twilled, wool fabric of the lightest possible texture is called "finette," and while resembling Scotch flannel is even softer and better. It has the slightest admixture of cotton, which is supposed to prevent its shrinking. Coming in small, broken plaids, as well as fine stripes, it is suitable for blouses no less than frocks.

Plaids are noticeable in all fabrics, even in costly silks; and all sorts of repped stuffs are very modish, although the cord thread gives a thick and wintry look to comparatively thin materials. Velvet and velveteen, which were wont to be thought suitable only to cold weather, have their regular place in the summer wardrobes of little girls, and of their mammas also—velvet jackets, velvet bodices, velvet trimmings, great bows of velvet on broad hats, like the spreading wings of some big bird, and velvet streamers all over their pretty frocks. Shaded and changeable velvets are the novelties most sought. Sometimes their effect is pleasing, and sometimes only bizarre.

Hats and Coats for Girls.

In addition to the great variety of reefers in all colors for little girls, are many kinds of coats and capes with collars and wings exactly like grown-ups. The so-called Russian coat, double-breasted, the fulness slightly gathered under a loose belt, is generally becoming, although rather warm-looking for the season. Almost every other kind of garment has enormous sleeves and puffs and frills, so unchildlike in appearance that it is grotesque to see them worn.

To be in harmony with the spread of garments, hats of all kinds are of the largest dimensions; trimmings are generally of the most startling and aggressive type, although an occasional hat will show a simple twist of lace or mull, and a bunch of blue-eyed grass or daisies, which really seems appropriate.

The favorite shirred hats of pink and blue and white lawn are much larger, and similar ones are very frequently made of China silk in sheer qualities. They show some lace in the decoration, and occasionally a flower, which seems to be spoiling their intended-to-be-simple character. Then, too, on some of them are seen wide flounces of lace about the edge—exactly as they were worn thirty or thirty-five years ago, lacking only the bridle of narrow ribbon attached, to appear as if they had been brought out from some hitherto neglected inheritance. Never, in the history of dress, were fashions so completely re-presented as are those of a generation ago in current modes. Packed away in a trunk, it would be impossible, after a year or two, to tell the difference between the gown of 1853 and that of 1893. Even the old sun-bonnet has its

modern copy in fine French lawn or India mull, and is a very welcome protection to little heat-scorched faces.

Shoes.

Now that russet shoes are worn in winter, they cannot be considered as belonging to any season; but we are apt to regard them as belonging to the period of dusty roads and sandy beaches. There is a slight though most welcome tendency to a broadening of the toe, which, even in very tiny shoes, has of late been far too narrow. We complain of the shoemakers because they make narrow toes and thereby spoil the symmetry of the growing foot, to say nothing of creating the far greater evil of joint diseases; and the shoemakers retort that the public demands narrow toes under the mistaken impression that they make the feet look smaller. What shall we do to prove that the entire community is not foolish and that there is a very well-paying class—since profit is the turning point of all business—which desires, even demands, shoes of good make and material, but with wide soles and broad toes? When this idea penetrates the shoe-making brain, our children's feet will no longer be distorted.

The number of russet shoes worn becomes greater every year, and they are made in every style, from the delicate slipper in undressed tan kid to the regular high walking boot. The undressed, or Suède, leather makes the most "stylish" shoes, but does not wear so well as the smooth-finished leathers, and is more expensive. The russet, goat and calf skin shoes, of which the darker and redder shades are the most fashionable this season, are less costly than either black kid or brown Suède, and far more useful for country wear.

Babies' Wear.

For real babies, there is not much that is new. The round yoke is a little more in vogue than the square for long dresses; but in short dresses, after the very first, they are almost all made with a close-fitting, round waist, as much tucked and embroidered as desired, and the full skirt, with wide hemstitched hem, attached. Colored frocks are put on much earlier than formerly, and very charming little gowns are found in gingham and chambéry for babies under two years old. A very light quality of wool Bedford cord is the favorite woolen fabric for infants' summer cloaks, and a soft, heavy, corded silk is used for more sumptuous garments. In either case they are apt to be trimmed with wide point de Gênes lace; and when the caps are of the same material, they are trimmed to match. Boy babies commonly wear Tam O'Shanter caps of silk; but the latest shape, though not the prettiest, is the "Mortarboard" student cap.

LITTLE LESSONS IN NUMBER.

BY JULIA E. PECK.

AFTER using shelves full of complicated and expensive kindergarten material for teaching number, and trying to invent new and attractive ways of making these first steps interesting to young children, I found that my little ones thoroughly enjoyed home-made material, especially if they helped make it.

Early in the fall a fancy basket was produced, which the children were told they might fill with horse chestnuts, to use in their number lessons. They were delighted with the task, and that basket of horse chestnuts was in active service until late in June. Teachers hardly realize what simple things charm children, or how the more complicated ones puzzle and tire them.

Until some idea of number in the concrete is learned, it is unwise to teach symbols or number writing. When the child can count

two or four of his chestnuts, divide these in half with his mate, or play they were soldiers marching one by one, or two by two, using these two or three or four in every possible position; he is then ready for another horse chestnut—not a figure.

As soon as he can count six things and divide, multiply and find the fractions of six in the concrete, it may be well to show him how to make the symbols of these things. A test of his new knowledge I have found in this way, using six colored worsted balls (primary colors): "John, let us play this is a mute school. You and I can neither hear nor speak; but play that I wanted you to give me some balls, and I will make signs for the number of balls I wish you to give me." John is charmed with the idea, and as the teacher makes "2" upon the blackboard he instantly holds out two balls, and so on, skipping about to thoroughly test his knowledge of the figures as well as the order of counting. Then it is John's turn to make signs for the teacher to answer with balls. This pleases him most, for his mental activities are now even more stimulated than when he answered signs, as now he must think out the result before he thinks the sign. He must also exercise his newly acquired hand faculty of making the strange figures which are to reach this result. All this without one spoken word, though the child is so pleased with his successes that he shouts with laughter, and holds back the words on his lips with his little fingers.

Another exercise that the children like is what we call the Indian wigwams. Kindergarten parquetry papers, equilateral triangles, are used for this. These can be made at home by cutting the triangles out of different colored papers. Kindergartners always prefer those made by machinery, as exactness, even to a hair line, is a requirement of the kindergarten.

A sheet of ruled paper and six triangles ("wigwams") are given to the child, which he pastes all in line, to show that these Indians built their wigwams in a straight row. After this, we use six more wigwams, and play that half the Indians moved across the river. Three tents are pasted at the extreme left and three at the right of the paper, leaving a space between, to represent the river. Now (with six more triangles), only two families moved across the river; how many wigwams will be left behind? And so on, till those six families have moved about to show all the additions and subtractions of the number six.

If the papers are pasted neatly, and harmonious colors are chosen, the child has a pretty lesson to keep, a concrete study of six to which he will mentally refer when asked to tell stories about the number.

The children like to tell what we call number-stories. They think of something they would like to share with each other, and one will say: "Suppose I had four chocolate mice and gave Willie two, how many would I have left?" Then there is a clamor from all the other children. "Oh, let *me* tell a number-story!" And so they take turns in trying to tell what they call "hard ones."

Though the children often learn to count up to twenty in the first year, they need only be drilled in the numbers to six, with their combinations, "taking each number to pieces" as they proceed. In this way they acquire a clear understanding of halves, quarters and sixths in the concrete.

When the children grow a little older, advertising calendars with large numbers are a real treasure. The children cut out the numbers very carefully, and, mixing them up, proceed to arrange them in order. It makes a little game to divide these calendar numbers between the children. Starting with one, each child puts down on the table the number next in order; the one who has first parted with all his numbers wins the game. They are not quite old enough to discover that he who holds number 31 must of necessity be last.

Almost as soon as children learn to notice resemblances and differences, they have a passion for collecting things that are alike in kind; and when they can count and arrange their treasures in the order of their likeness or difference, they are serenely happy. This impulse to collect is Nature's way of teaching numbers, and the teacher who recognizes it,

and uses it according to Nature's law, is most successful.

The heads of dandelions can be made into delightful number-lessons, and when the dandelions put on their "white wings" that can be blown off, they are even more useful in that capacity.

A wonderful amount of instruction in botany, natural history, lessons of color, order and arrangement and classification can be hidden in these baby number-lessons. The child who has collected ten leaves, all of different names and shapes, has learned something more than the number ten. The child who collects in his out-door play ten "round things growing" begins his first lesson in the law of curvature in Nature.

A teacher who has all Nature to furnish material, and who uses Nature's laws in her teaching, will allow the dust to collect on all the complicated man-made material for teaching number, and find an inspiration in her work that can be found in no other occupation.

THE MOTHERS' PARLIAMENT.

A Talk With Expectant Mothers.

—I think there can be no happier period in the life of a woman than the months in which she awaits the crown of her womanhood—the birth of her child! To me it was a deep, serene, expectant, consecrated happiness, comparable only to one other—the happiness of the bride-elect! During these sacred months of coming motherhood there is, or ought to be, a lull in the outward activities of life, a degree of seclusion from the world, while the woman elected to this high office consciously, prayerfully and thankfully exerts the noblest function of her nature—a function akin to the Divine. Her office is creative—no less—for while the bodily limbs and organs take form within her body, the plastic mind and temper of a new human being is moulded by her own. No mother can estimate the extent to which the nature of her child—physical, mental and moral—may be influenced by pre-natal conditions; and of these conditions a loving, happy spirit in herself is, perhaps, the most essential. If her physical discomfort be slight and her surroundings restful, cheerful, beautiful, it requires little or no effort to cultivate such a spirit; under less favoring circumstances it may require a great deal, but nothing can alter the fact that it is her duty to make it.

I was both shocked and sorry when a friend said to me the other day, referring to a married woman of her acquaintance: "Mrs. So-and-so writes me that she is expecting soon an addition to her family. She says she has not had a happy moment for seven months; that she *cannot* be reconciled to it!" "How dreadful!" I exclaimed; and I should have said no more than I felt had I added, "How wicked!"

I do not wish to be uncharitable. There are husbands and wives to whom it is best under existing circumstances that a child should not be born. Perhaps the husband's health or prospects are such that he cannot hope to support it. Perhaps the wife's physical condition is such that her health or life would be seriously endangered by the ordeal. Worst of all, there may be unloving discord between the pair, or the man may be a victim to some degrading vice which forbids his wife to cherish with confidence or pleasure the thought of possible offspring. Evidently in such cases the only right course is one which would render offspring impossible.

But when the new existence is already begun—and, remember, human life is as sacred in embryo as it ever can be later—then let the mother forget everything else in the supreme endeavor to give to the future man or woman the best possible inheritance. If she brings into the world a perfect, beautiful and happy-natured child, she may well rejoice, even though her own life be the price; but what shall compensate her for the misery of conferring existence upon a puny babe, stunted in body and deformed in spirit, who may live to curse the day when he first drew breath?

Let us earnestly ask ourselves, however, whether such wives and mothers as my friend's friend have usually as good reasons as I have imagined for "refusing to be reconciled" to the prospect of motherhood. Is it not, in some cases, merely a selfish reluctance to assume the additional burden, a dread of the necessary suffering, or even an unwillingness to resign, for a time, the pleasures of society or of a congenial occupation, which leads to a frame of mind so unnatural and so wrong? I do not think any of these reasons sufficient for refusing to become a mother; how much less can they be accepted as excuses for continuing to protest against the existence of the hapless being for which you are certainly in part responsible! Do not forget that by that mental protest, even if you never put it into words, you are injuring, perhaps fatally, your child's chances of finding happiness for himself or for others in the life you dole out to him so grudgingly. Did your mother refuse you a welcome? Do you think she grudged you the breath you draw? If she did, her feeling probably accounts for your unhappy deficiencies; but if she gave you from the very beginning a right motherly love, do you not think you owe as much to your child?

We cannot live to ourselves alone. Upon us depends the life of a new generation. The increasing number of childless wives and the decreasing number of children in families are signs of peril to our national prosperity. I regard it as the duty of every married woman, under normal conditions, to have as many children as she can care for and their father can provide for; and by greater simplicity of living, rather than by fewer children, let the cares of life be lessened! Better a plain home overflowing with babies than a fine house affording every indulgence to the lonely pampered "only child."

But there may be some young mothers-elect among us who need words of comfort rather than of censure. Their unspoiled womanly instincts have saved them from any real repugnance to their condition, and yet they are sadly troubled at times, and chiefly because of inexperience. An excessive dread of the ordeal of pain through which they know they must pass is often the cause of much secret unhappiness. Do not allow your thoughts to dwell upon this phase of maternity, dear young novitiate. The pangs are short, they will soon be over and forgotten, and you will remember only the rapture of hearing your baby's first cry, the first glimpse of its little downy head, the first time its eager little mouth fastened upon your breast!

Of course, it is supposed in this enlightened age that you know exactly what you must do, to lessen the suffering and the risk to yourself, as well as to insure the health of your babe; that you wear loose clothing, take plenty of out-door exercise, and observe a suitable diet. But for what remains of physical anguish, that cannot be avoided; do not think much of it beforehand, and when it comes you will bear it bravely for the blessedness that is to come after.

Another common trial that besets the young wife is an undue sensitiveness to her appearance, and a feeling that she doesn't want anybody to know her condition. What! you want to hide the proudest glory of your womanhood? That is false delicacy and not to be tolerated. Think of your God-given responsibilities; remember the service you are doing to humanity, and hold your head as though you were a queen! To every right-minded man or woman there is no more beautiful or sacred sight in the whole world than you will be, with the flowing "maternity" robes concealing all that might be awkward in your appearance, and leaving only

the matronly grace, while your face is radiant with the calm happiness of the loveliest Madonna that ever shone upon canvas.—*Elaine Goodale Eastman.*

Fault-Finding.

—Overworked and fretful mothers are quite apt to fall into this practice. A nervous temperament needs constant watching, and when a mother possessing it is obliged to do the housework and also attend to the little ones, as so many mothers are doing day after day, she will almost unconsciously acquire the habit of fault-finding; and it is the children around the house, often in the way and hindering her in her work, who receive the overflow of her irritability. Not that she intends to be cross, but somehow, what with the work and the worry, it is so easy to fret, and the children, with their noise and their play, are sometimes such an "aggravation" that unless one is keeping strict watch of herself hasty words come easily to the lips.

Mothers have need of great patience, and happy is she who is possessed of a naturally even temperament. It makes the government of little children much easier, and is much better for all concerned.

If a child seems to need a slight reprimand, it is oftentimes better to overlook it entirely and pay no attention to it than to be constantly fretting at him. Nagging a child makes him, after a while, indifferent. This, I think, is often the reason why children generally obey the father more readily than the mother. The mother is with them almost constantly, and naturally the most of the government is left with her. The father, being away from home during the day more or less, when he does make a request of a child more heed is paid to it than to the oft-repeated "don'ts" and "dos" of the mother.

The mothers who nag their children are not, as a rule, very particular in enforcing their commands—for their requests usually take the form of commands—and this leads to direct disobedience sooner or later, as well as a loss of respect.

In a mothers' meeting not long ago the question came up for discussion whether it is better for mothers to overlook slight faults than to notice them every time. Among others who took part in the discussion was an unmarried lady who happened to be present. She said: "You have all heard of 'old maids' children' being better governed than other people's, and so, perhaps, will smile at my offering advice upon the subject. But I have known of a number of instances among my married friends where the habit of fault-finding was productive of such bad results that I would like to tell you about them.

"One, in particular, was a lady of exceeding neatness in her housekeeping, who was a neighbor of mine, and who was the mother of two boys. From the time they were old enough to play about the floor their mother's excessive neatness made their lives anything but pleasant to them. Toys made such a litter, and play such a noise, that it was only when the weather was warm enough to allow of their being out of doors that they took any comfort in their childish sports, and even then the fear of their mother's displeasure if an apron became torn, or a dress muddy, kept the little fellows in a condition of mind not to be envied.

"As they grew older the mother's vigilance did not relax. Her children's comfort, and her husband's as well, was a secondary consideration to neatness and order. It was 'Don't do this,' and 'Don't do that,' from morning till night. Every speck of dirt was placed before their notice, and they were held up as examples of everything that is reprehensible in childhood, upon every occasion. Is it any wonder that those boys grew up to dislike their home? And if they did not actually dislike their mother it is better than she really deserved. Said one of them to me: 'It was mother's constant nagging that drove me away from home.'

"This may be an exceptional case," said the lady in conclusion, "but it has brought me to see it in such a light that if I had children of my own to bring up I should certainly be, if anything, too lenient with them rather run the risk of the effect of constant

fault-finding. And while I do not believe a mother should be a slave to her children, I should sweep and pick up after them rather than nag them for making a litter."

This brought out discussion, some of it adverse; but I noticed that the mothers of children who were grown to manhood and womanhood were quite unanimous in agreeing that if they had their little ones back again they would be more lenient with them, and that in the light of advancing years they could see where they thought their children were now too much given to finding fault with their own little ones. Mothers, think of this!—*Ella Rockwood, Flint, Mich.*

Walks with the Children.

—Mothers are, generally speaking, very busy individuals, who find their time monopolized by attention to household duties and the care of their little ones. Some of us, however, can find at least a half hour, now and then, to take a short walk with one or more of the children.

Curiosity with regard to his surroundings is inherent in every child, to which he gives vent in a multiplicity of questions, sometimes very trying to our patience and often wonderful in their originality. Here is an opportunity to satisfy a large amount of this juvenile trait, quite pleasurably as well as profitably, by replying in the form of instructive stories, which may be very entertaining to the little ones, and form valuable object lessons in natural science, for which in after years they will be very grateful.

One of our elder children, more thoughtful or observant than another, asks, "Mamma, where do the wood, stones and bricks come from?" Mamma tells him of the many kinds of wood obtained from trees, both here and in other countries; of the manner in which bricks are made from clay; of the formation of building stone, where obtained, etc.; again, she speaks about pebbles, so abundant at the seashore, rounded into beautiful shapes by continuous grinding by the sea—narrations simple, concise and entertaining, that even very young children may understand. Out of the depths of our own past childhood comes the recollection of a pleasing story of the "Giant's Plum Pudding," which forever impressed upon our minds the conglomerate "pudding-stone."

Perhaps another of our children is interested in the animals he meets, and for the first time, with mamma's help, discovers characteristics unthought of in his favorites. Birds, fishes, butterflies, toads, spiders, flies, etc., claim his attention with new interest. The recital of any anecdote or an interesting description in connection with the many signs of animal life proves very fascinating to him. Plants and flowers are prolific sources of information, and entertaining as well as instructive, cultivating a love of the beautiful, educating the eye with regard to color and giving our little one a fair start in the study of plant life so closely connected with animal. Stories of the formation of rain, snow, fog, clouds, etc., always please children. The happy look of interest and wonder depicted on the little faces, as they listen, repays us for any trouble or inconvenience our walks may cause us.

With no little surprise we note wonderful mental growth, as well as physical benefit, as a result of our promenades. Our children become more observant of their surroundings, and get much instruction from Nature in her many forms, developing a taste for all that is good, and laying the early foundation for an education in natural science.—*K. T. P., Winthrop Highlands, Mass.*

Birds of a Feather.

—A few months ago, I was consulted by an anxious mother about her little girl of seven. The child was not ill, but she did not thrive; her appetite was poor, her sleep disturbed, her whole air listless and indifferent. The mother said, "I buy her all sorts of toys, and she just looks at them and then puts them away." She was an only child, living in a large sunny house in one of the highest and healthiest parts of the city; her food and dress were all that could be desired; her mother took her for a walk every day. No lessons were given, as the child was con-

sidered too delicate to commence her education until she should be eight years old.

I asked as to companions. Several families with well-brought-up children lived in the neighborhood, but this child was so carefully guarded that she was not permitted to come in contact with them. "She might catch some contagious disease, or learn something naughty, if she played with other children," said the mother. Granting those risks, I still urged that she should have the natural right of childhood, companions and equals; and persuaded the mother to try the effect of permitting free play with the children of her own friends. Yesterday she came to see me and said, "Mary is like another child. She plays every day with some nice little girls who live across the street; she is happy, well and noisy. Next year she shall go to school and to dancing school. The child was pining away for want of playmates."

I have written this experience in hopes that it may reach through your pages some other too-anxious mothers, and induce them to realize that the great need of "only" children is the freedom and fun that can be found only in association with a number of little people; and the more timid, shrinking and delicate the child, the more imperative is the need. The fondest mother cannot do for her darling what is done unconsciously by his playmates. —*T. B. C., Philadelphia.*

Experience in Traveling.

—"It is no fun traveling with a baby," "babies are so apt to get sick," and many similar remarks greeted me as I told of our intention to visit my distant home with our one-year-old girl. Since her arrival she had been our first thought, and with indigestion and nervousness as constant troubles my heart sank at such a prospect. After reflection, however, I could see no cause for such dire calamities, and persisted in my preparations. For the baby these consisted of black underclothing and a black wash silk dress, with a light-weight black hood, which we put on when the car was cool, or there seemed to be any draft. We also took a basket, large enough to hold a small vessel, necessary diapers (for she was not wholly trained), a can of milk and bottles, and a case of home remedies for simple ailments.

We started from home at nine o'clock one clear February morning, with the thermometer indicating 12 degrees above. How delighted the little girl was! She laughed with glee to see the strange cars and so many people. She had taken dairy milk from the time of weaning, so now we could obtain fresh milk at any point and found no trouble with it. A bottle ready-corked with rubber stopper and laid on the steam pipes was soon sufficiently warmed. We had checked her carriage to our first stopping place, but had retained the cushions and blankets, so when her nap-time came a comfortable bed was readily prepared. Unfortunately, we were disappointed in the sleeper we expected to obtain, and at 8.30 in the evening had to change cars. Baby had taken her first nap, and the sudden change, different car, new people and much commotion, frightened her, and for an hour and a half she alternately cried and tried to go to sleep. This was our first real trouble, but finally sleep conquered. Always a light sleeper, she wakened often, but quickly dropped off again.

The next morning at 7.35, we reached Denver, where we wished to spend the day. She was already up, bright and happy. How gladly she greeted her carriage! Putting her in, we were ready to seek breakfast. Afterwards Baby and I went to a warm room, while my husband attended to business. She had a cool bath, a good rubbing, and then enjoyed a quiet sleep for two hours. Wakening refreshed, she enjoyed as well as any of us the next four hours of sight-seeing. Another nap refreshed her, but she was still tired enough to be a little fretful during the evening. Taking the train at 8.30 P. M., we were wise enough to go aboard as early as possible. Undressing Baby, after rubbing her well, I soon gently sang her to sleep in my arms, and she had not slept better in months than she did that night.

She had now been traveling long enough to become tired and slightly cross; not suf-

ficient to disturb passengers, but she required more attention. She ate, slept and played as usual, and at four in the afternoon, after another change and a tedious wait, we had reached our destination. Not a sign of a cold, not a pain during the time, and not only had we made the journey of a thousand miles with comfort, but with enjoyment. Thus was another whim vanquished. We could travel with our baby.—*P.*

NURSERY PROBLEMS.

Weaning before Hot Weather.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Our baby was born in August of last year. At six months old she weighed 24½ pounds. I have nursed her from the first, and at no time have I been so that I could not give her all she wanted. As yet she has no teeth, but they have been bothering her considerably for the last few weeks. I wish to wean her as soon as possible between now and July, and would ask your advice in the matter.

(1) Which of the spring months is the best in which to wean a baby?

(2) Considering the fact of her being weaned so young, should I not begin to feed her soft foods, which I can prepare for her at meal times?

(3) If it is your opinion that I should feed her, will you please say what is the best food to begin with?

She sits at the table with us at all meals and seems anxious for things to eat. I have given her tastes of several different things (cracker in weak tea, bread softened with gravies from meats) which seem to agree with her.

Columbus, O. T. W. M.

(1) The child should be weaned before hot weather, which may be expected any time after June 1st. It is well to begin weaning four to six weeks before you expect to complete it, in order that the process may be gradual. Begin, therefore, by the 1st of May. It is always best to avoid weaning, if possible, at the actual time of the coming of teeth.

(2) She should not have any food, we think, until after the hot weather, say, October 1st, except milk, gruels and broths. You might as well teach her to eat from a spoon and from a cup, and not use the bottle at all. She should have no solid food whatever (no cracker, bread and such things) until she has chewing teeth. The gravy (meaning the blood gravy of meat, not "made" gravy) she can have fed to her with a spoon. Give no "tastes" whatever, unless you want a sick baby next summer. It is far better to give her her meals before you take yours, and not allow her at the table with you until she is two and a half or three years old. Sitting at table with the parents, if a child be allowed to get anything whatever there, is a fruitful source of stomach and bowel troubles.

(3) If you begin to wean in April or May, she can probably digest a mixture of 2 parts top milk and 1 part barley-water. She may gradually take a larger proportion of milk, but do not hurry her.

Colic and Patent Medicines.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Will you kindly tell me why a two-months nursing baby in very good health should have colic? Which is best to use for it, asafœtida or medicines containing paregoric?

(2) And is it ever right to use soothing syrups even when a doctor prescribes them? What is soothing syrup?

(3) When Baby's bowels are not naturally moved at all and she is constipated, will it do to give an injection every other day, or should it be done oftener? Might not harm come from a more frequent use of the injection, and would it be better to use medicine?

Chambersburg, Pa. W. C. M.

(1) We cannot tell why your particular baby has it, unless it be from constipation and the collection of flatus in its bowels. Of course, the existence of colic is fair evidence of indigestion. But why young babies at the breast have colic (and the probable indigestion) is often not easy to say. In many cases, doubtless, an analysis of the breast milk, or a critical inquiry into the details of the baby's hygiene, would give a reason. But as cases are crudely presented to the practitioner many children are simply reported as "colicky babies." Even in these the tendency to colic usually diminishes or disappears after they are three months of age

which is itself another evidence that the trouble was due to an indigestion, disappearing with increased digestive power. Of course, when the child is artificially fed, colic is easily explained. Asafœtida is better for domestic use. It is the safer drug, although paregoric has but a small proportion of opium, having been devised especially for use when small doses of opium are called for. It has the further advantage of being slightly laxative, while paregoric is distinctly constipating, the opium and camphor being both active in producing this result.

(2) We cannot deny the right of a physician to use any remedy for which he will make himself responsible; therefore we cannot say that you should not use a remedy which he orders. But he should give you (in writing, to prevent misunderstanding) explicit direction as to how much and how often to give the medicine. The composition of these remedies is supposed to be secret. For ourselves we cannot use a mixture of which we do not know the composition until we have failed with the drugs which we know about.

(3) We prefer the daily use. We think the constipation more likely to do harm than the enema. A glycerine suppository might be better still.

Slow Eating.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Is it wise to allow a child to prolong its breakfast over an hour or two, stopping at intervals to play and then resuming?

Orange, N. J. INTERESTED READER.

Certainly not. It amounts to eating various little meals, equal in effect to eating between meals. The child should be allowed to eat a reasonable time (a half hour is ample), and then his food should be removed. He would soon learn to attend to his business.

Strengthening the Nipples.

To the Editor of THE MOTHER'S NURSERY GUIDE:

What preparation do you recommend for use during pregnancy, to toughen the nipples?

Chicago, Ill. J. L. M.

We prefer a solution of alum in alcohol and water (it is insoluble in pure alcohol). Equal parts of water and alcohol may be mixed, some powdered alum stirred in, and left for some time with occasional stirring; pour off the liquid after it has settled and use daily. If the nipple is short, as is usual in a first pregnancy, gently coax it out day by day with the fingers and thumb. The child has then a better chance to get hold of it.

Winter and Summer Underwear.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My baby, three months old, has always worn little silk shirts. During the recent very cold weather I had to put on worsted sacques. Now, of course, I am afraid to take them off. Would you advise me to get light-weight merino shirts, or put on thinner sacques, as the weather grows warmer, and thus let her wear her silk shirts all summer. A RECENT SUBSCRIBER.

Your plan is a good one, but do not take off any thing until warmer weather has "come to stay." There is greater danger in taking off things than in not having put them on.

Catarrh of the Bowels; Averages in Weight.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) My little boy, five years of age, has been troubled with catarrh of the bowels for the past three years. Will you kindly advise me in regard to treatment and diet? Would you advise either lime water or vichy in the milk?

(2) What is the average weight for a boy of five years and three months?

(3) How many meals would you advise for one day? My little boy has a good appetite and is very active. His flesh is soft, and he is not as stout as I would like to have him.

(4) Would you advise a change of air? If so, please recommend a place that you think would be beneficial to my child.

New York City. ANXIOUS MOTHER.

(1) We do not know what is intended by the phrase "catarrh of the bowels." In general the term would mean a catarrhal condition of the mucous membrane of a part or the whole of the intestinal canal. When, however, a physician uses the phrase to another it is qualified by sufficiently explicit words to make the exact meaning clear. Assuming a chronic intestinal catarrh, the diet must be adjusted with great care to each case, changes being made as required. The medicinal treatment also requires careful management, and only a physician can tell from time to time if it be needed at all. The general lines of diet and treatment, of course, will be to diminish the

catarrhal condition by easily digested, unirritating food and proper medicines, and by nourishing diet and tonic remedies so to restore the health that the malady will remain cured. But the details of all this are quite beyond domestic practice.

(2) Statistics between infancy and the school age are few. Those we have give for children between five and six years of age an average for boys of 40 pounds, and for girls about a pound and a half less. This takes the entire year. The average for the age you give would probably be 35 to 37 pounds. This, however, is only our estimate.

(3) If the physician gives you a special diet for the child, the hours and quantities, as well as the kinds of food, will be given. But the ordinary schedule at his age would be a breakfast, a light luncheon about 11 A. M., a dinner about 1 P. M., and a supper about 6.

(4) We do not know enough of the case to advise specifically. On general principles a child is the better for being out of the city, provided he is to go to a better place; but the sanitary conditions of another city would probably be no better, and those of many smaller places may be very bad indeed.

Supplementary Feeding.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly inform me as to quantities of foods I should give my ten-months-old little girl? I am still nursing her, but by advice give her every day some condensed milk, beef tea, oatmeal gruel or bread and milk. I am perplexed to know how much of these foods to give her and how often she should be fed. She is small, but not thin; has two teeth; has never been sick a day in her life, and her digestion seems perfect, excepting some trouble with constipation.

Tarrytown, N. Y. SUBSCRIBER.

If by the phrase "by advice" you mean by advice of your own physician, you should by all means get explicit directions from him as to hours, quantities, etc. For, if he ordered this varied diet to be given in conjunction with breast-milk, he doubtless had some special reason for so doing, and some definite end to accomplish, and he alone can properly guide you. In any case the person giving the advice should give the specifications and should take the full responsibility. It is proper, at any age, to add supplementary feeding if the breast is inadequate or the tax on the mother too great. The food should then be as nearly a substitute for breast-milk as possible. When, however, a child has reached ten months, the supplementary feeding may be given because the breast is failing, and as a preliminary to complete weaning. Unless there be some particular reason for the contrary—and this is the point which your physician alone can decide—we believe it is better to have some one definite substitute for the breast-milk, not two or three used indiscriminately. This one substitute should be the diet, and any variations made should be for definite reasons; these special meals being given under specific directions precisely as you would give a medicine. For instance, suppose that the diet were to be milk or condensed milk, diluted with oatmeal gruel, there might seem to be an indication for a stimulant, which could be met by the use of beef tea made in a particular way, given in a specified quantity and given at a certain time. We cannot think of any reason for the administration of bread to a child with only two teeth. But we can say, in a general way, that in our judgment, while a child is on the breast its additional food should be of the simplest kind, not varied; and that the same rule should continue until some time after the weaning is thoroughly accomplished, unless some competent adviser directs the contrary.

Unsatisfactory Sterilization.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Will you please give me a plan of diet for my eight-months-old girl? At present she is taking only sterilized milk. She has no teeth.

(2) During the last month or six weeks I was much bothered by the milk turning sour before twenty-four hours. I was much puzzled, as I attend to the food myself, and everything is kept scrupulously clean. I have been in the habit of boiling the water before adding it to the milk, and throwing in the salt and sugar while it was boiling. Since I have added the salt to the *milk* and boiled the water plain I have had no sour bottles. Was the salted water a possible cause?

(3) I should also like to know if, when barley water is added before sterilizing, the mixture would be apt to turn sour. I used it so for a few weeks, and frequently the barley seemed to

separate from the milk and form a solid mass. I might explain that I first made the barley water from Robinson's prepared barley, added it to the milk, and then sterilized it.

Baby weighed 10 pounds at fifteen days, and has increased slowly, weighing now but 17 pounds. However, she seems to have taken a sudden start this week. She is always jolly and rosy, but does not sleep well. C. L. J.

Quebec, Canada.

(1) The diet should be milk, still diluted for the present, the dilution diminishing perhaps as time goes on. We notice that you do not give the proportions of milk and barley water you are using now. The baby will be a year old in the summer; thus far she has no teeth. You could not safely make much change in the way of variety in the food during the hot weather, so we think the present dietary should continue until after the summer heats. In case of trouble with your milk supply, good condensed milk, or one of the prepared milk foods such as Nestlé's or "Lacto-Preparata," for instance, may be substituted, but you know our predilection for fresh milk.

(2) Possibly, but it does not seem a probable cause.

(3) Not if it was well sterilized. We do not understand why you had so much trouble. The separation of the barley may have been due to its being too thick a gruel, but our belief is that the explanation should be sought in some peculiarity of the milk or in the care of the bottles after sterilizing. Were they perfectly stoppered? Barley water made sterile by the boiling in the making, added to sterilized milk in clean vessels, well stoppered, ought to remain sterile for more than twenty-four hours, even if not kept on ice.

Nævus.

To the Editor of THE MOTHER'S NURSERY GUIDE:

When our baby was one month old three red specks appeared on her forehead near the edge of the hair looking just like pin pricks. After two or three weeks two more appeared, and later two more; she was then two months old. Her physician applied acid nitrate of mercury. When the scab came off, at the end of two weeks, there was left a small red scar. After two or three weeks more, very tiny veins appeared growing about it. The original points did not show at all. The mercury was applied again, and after the scab came off the scar was left much larger than before, about half the size of a cent. At first there were no veins visible, but the original points showed in the lower left corner. After a week or two they disappeared, and the little veins appeared within the scar, but not in exactly the same place as before. It is now a month since the scab came off, and there are several very tiny veins in the scar, but it does not spread at all outside the scar.

We have moved away from our physician, and the doctor where we are now living is doubtful whether or not to apply the mercury again, because the scar which is left is much worse each time, and it does not seem to be eradicating the trouble. The scar is red, but will not show very much after the hair grows long enough to cover it; but is there not danger that the mark will continue to increase and spread over the forehead? The doctor says that when she is older it can be cut out, and would probably leave a less conspicuous scar than the mercury. What would you advise? AN OLD SUBSCRIBER.

Wisconsin.

The trouble is probably a disease of the minute vessels, known to medical men as a nævus. The methods of treatment are various, according to the needs of individual cases or the views of the attendant. Apparently the cauterizing with acid nitrate of mercury has not been very successful. Among the various methods, those probably the most popular are the removal by the knife or by puncture with hot needles, or similarly shaped instruments. When the latter method is employed, the tissues are shrunken by the burning and the growth is destroyed, as well as the peculiar process causing it. If it shows a tendency to increase in size, do not neglect it. If the local physician does not feel like attacking it, ask him to send you to some surgeon who will do so.

CURRENT TOPICS.

A Card From Dr. Ashmead.

To the Medical Editor of
THE MOTHER'S NURSERY GUIDE:

THERE occurs in your March number a strange misquotation. The opinion is there expressed and somewhat developed by J. Lewis Smith, M. D., that the causes of the singular abundance of milk in Japanese women, consequently of their power of lactation, and consequently of the absence of rachitis in Japan, is to be sought in the fish diet, and that this is the opinion of the French physician Renny, whom he quotes. "The Japanese," says the quotation, "have always eaten plentifully of fats and oil of fishes, the blubber of the whale, the eel and loach especially. The universal use of the food in question from the time of ancient Buddhist flesh prohibition, but especially the consumption of fish by the lactating women, together with the fish given to the children as supplementary, which at that time is allowed them by Japanese tradition, are, in my opinion, the main causes of the non-existence of rachitis in Japan."

Now, if you will take the trouble of turning to my article "On the Non-Existence of Rachitis in Japan," published in the *Medical Record* of October 11, 1890, you will find these identical words, not as Renny's, but as mine. In fact, the French doctor never gave it as his opinion that there was any connection between the lactation of Japanese women and the fish diet, although he sees such a connection between lactation and rachitis. The first opinion is entirely mine, and all that Dr. Smith says about the absence of rachitis in Japan, even his authentic quotation of Dr. Renny, is taken out of my article; and I am not aware that the same opinion has ever been expressed by any other physician.

Perhaps you will allow me to repeat here my whole conclusion: From time immemorial the Japanese have been fishers, and hunters, and tillers of the soil. Their diet has consisted largely of fish and other products of the sea, the crustaceæ and iodized seaweed, of which they have always eaten abundantly. As a people they have most beautiful and well-formed teeth. It is the exception in Japan to find youth associated with decay of teeth. Surely, the Japanese alimentation has operated to secure the race sound teeth and bone at least. Fish is supposed to be rich in phosphorus or its surrogates, and is recommended to us as a brain food; but never, that I know of, has it been suggested as a remedy—a bone food—in osteomalacia.

The Japanese have always eaten plentifully of fats and oils of fishes, the blubber of the whale, the eel and loach especially: and these have contributed their measure in procuring for the nation such an immunity, and endowing it with a greater degree of sound bone formation. The universal use of the food under notice from the time of ancient Buddhist flesh prohibition, but especially the consumption of fish by the lactating women, together with the fish given to the children after their first year, as supplement, which at that time is allowed them by Japanese tradition, are, in my opinion, main causes of the non-existence of rachitis in Japan.

In the order of their sequence may be cited some additional factors:

1. Absence of deformed pelves in the women of Japan, and heredity thereof; hence, easier gestation and labor.

2. Exceedingly gentle care and nursing of the pregnant and parturient women.

3. National possession of finer teeth; consequently, more perfect mastication and emulsion of aliment.

4. Increased length of intestinal absorption-surface; hence, freer chylification.

Various writers strongly advocate the use of phosphorus with cod liver oil, to eradicate rachitic tendencies. Professor Jacobi, in a note addressed to me, advises the oleum phosphoratum of the United States Pharmacopœia to be given in the oil. I suggest that it behooves us to learn the lesson which Japan thus teaches us, adding to this sound

treatment by the phosphorized cod liver oil a general and more constant lactation, checking that prevailing tendency to wean prematurely, and adopting a fish diet for both mother and child.

By the way, the name of the French doctor to whom Dr. Smith attributes my opinion is not Renny, but Remy (see my article).

I shall be obliged to you if you will publish this letter in your next number.

Yours truly,

ALBERT S. ASHMEAD, M. D.
Late Foreign Medical Director (Japanese Government Service), Tokio Hospital, Tokio, Japan.
New York City.

Early Lessons in Gossip.

WE are not gossips, but when Tommy and Nellie have spent an afternoon with us, we devote part of the evening to a discussion of their childish faults. We criticize their table manners, and wish their mother would teach them not to interrupt. We think, of course, that they will never hear of our remarks; but nevertheless we have broken the laws of hospitality, and our relation to the children is changed; we are less their friends, though they know it not.

Since I love my neighbor so well, it inevitably follows that I feel an anxious desire to understand all things which pertain to his welfare—whether his meat is well cooked, how many silver spoons he has, and whether he sends his cuffs to the laundry or has them washed at home. For this purpose, what more natural than that I should encourage the prattling tongues of his children? But when I have added to the already over-burdened world a new supply of gossips and scandalmongers, not to mention a few choice specimens of the woman who tells all she knows, I am fortunate to escape the mobbing which I deserve. We all know that a well-bred child does not talk of family affairs to every one, but how is a frank, open-hearted boy or girl to avoid answering questions? Even without questions, it is easy to lead them on. The flattery of absorbed attention and the smiling, confidential air of an older person affects them quickly, and they early learn the delight of telling an interesting story. If Mrs. Smith is so much interested in the account of Mrs. Brown's dressmaking, why not tell her about it? And if an added "she says" or "I guess" brings a smile of appreciation, the temptation is too great to be resisted. This habit grows insensibly, and the child who, with the best intentions, entertained Mrs. Smith with the story of her neighbor's affairs grows into a busy-body, while the girl who told how many pies mamma made today and what "we had for dinner" becomes the woman who entertains her hostess with an accurate account of her doings for the last twenty-four hours—a senseless mass of details with no possible interest for any one except in the fact that they concern herself.—*Mary L. French, in the Christian Union.*

School Diseases.

WE presume that most of our readers who have been accustomed to observing much the effects of school life on children have not failed to note the fact that the physical health of some of the pupils suffers, as the result, apparently, of school attendance. Many of these pupils, to the eye of the inexperienced or injudicious teacher, do not appear to be suffering from impaired health; but to the observing parent, or to the physician, there are evidences that all is not well with them. At home it will be observed that gradually, as the school term advances, the child loses his natural, ruddy color; that there is a diminution of the normal appetite of childhood; that there is complaint of headache; that the child awakens earlier in the morning than he should, or that his sleep is disturbed by dreams or otherwise. If, with the noting of these evidences that the child is "ailing," the rule and the scale be called into requisition, to determine the rate of the increasing height and weight, it will undoubtedly often be found that a temporary check in the development of the child has occurred, or at least that there is a diminution in the ordinary rate of growth. These symptoms, when persistent or frequently recurring, should be regarded as in-

dicative that something is threatening to undermine seriously the health of the pupil; in fact, that there is danger ahead.

The pathological picture presented by the ailments of the child is very often not distinct enough to fit well into the physician's nomenclature as a distinct form of disease; yet, under these circumstances, continued and uninterrupted subjection to the regimen of the schoolhouse and the schoolmaster would eventuate in diseases not hard to name and entailing permanent injury to health. But vacation comes. With no change in his home life, and with no other change than the cessation of school restraints and school duties, there is a marked gain in the physical well-being of the child.

In connection with his examination of the state of health of the school children of Copenhagen, Dr. Hertel refers as follows to this class of pupils, sickly, nevertheless able to attend school:

"It is essential that I should explain what I mean by sickly children. Many head masters have tried to prove to me from the school sick lists that the state of health in their schools is excellent; but the sick lists are of no value on this point, for they merely show the number of children who are absent owing to temporary illness. It is not to such cases of temporary illness that I refer when I speak of sickly children. By "sickly" I mean unsound children who suffer from chronic complaints, but who are, nevertheless, able to attend school regularly; in short, children whose state of health is abnormal, and who require special care, both at home and at school, during their growth and development. It is only such cases that have been collected here and designated as sickly; properly speaking, they ought to be called cases of unsound or abnormal health."

There can hardly be a doubt that the faulty sanitary conditions of many school buildings and unwise methods of teaching have much to do with laying the foundation of future disease.

Digestive diseases, initiated in the school, often render the individual an invalid or a semi-invalid through life. The combination of such influences as bad air, over-heating, stooped position and pressure upon the abdominal organs and mental strain are entirely capable of introducing these troubles.

The disturbances of the general nutrition by the causes just enumerated, by prolonged sitting still, and by breathing and rebreathing the same air, particularly if it holds infective dust in suspension, may start in the system that slowly developing train of symptoms that later in life will be pronounced consumption.

Prolonged sitting at unsuitable desks during the developmental stage forces the child to assume faulty positions that eventuate in deformity.

Faulty desks, insufficient or unfavorable light and too prolonged reading or writing, lead to troubles of the eye that may become diseases of more serious import when the competitive struggle for a competency or position in life comes.—*From Report of the State Board of Health, Maine.*

Use of an Institution for Children.

THE work of the child institution must not be considered tentative or apologetic. Every hour spent by any child within it should be an hour of gain for its future. If it be a little child, the endless resources of the kindergarten, with all the wondrous love and lore evoked by Froebel, should be called in, to develop its faculties, to brighten its disposition, to strengthen its mental grasp, to perfect its bodily powers. The work of the kindergarten everywhere has shown us that no child is too young to begin joyous preparation for a happy, useful life. If it be a stupid, undeveloped, untaught or wayward child, every effort should be made at once to give what it has missed and what it most needs. And for the bright and eager and active no time should go to waste. Their lives are to be directed, their hearts warmed, their souls saved; and, besides, the world waits for what we may do for it through them. What every child on earth needs is to learn how to live—how to sustain life—how to make it worth the sustaining. And they cannot begin these lessons too young. Every baby is learning; you cannot prevent

it. Give the children, then, true ideas or they will imbibe false and pernicious ones. . . . Somebody once said to me, in tones of commiseration, "I am always so sorry for children who have to do things in rows." But children love to do things "in rows!" The boys wish to train in companies, and play firemen, or soldiers; the larger companies the better. The little girls hold their sewing societies, and give tea parties, and there are never enough of them until every doll is made to do duty. It is an unnatural child, I think, that shuns a crowd of its fellows; we must all remember to have heard the pathetic complaint, "But there are not enough of us, mamma," when it is proposed to some group of doleful or restless little folks, to "go out and play."

But it is not of the home influences of an institution that I wish chiefly to speak. Above all other schools, the educational department of an institution should meet the special needs of its pupils, aiming constantly to supply the good things they have missed, before coming to it, and to even up and round out the marred or undeveloped child-nature, in view of the possibilities of its coming years. As to industrial training, it seems to have been settled that all kinds of knowledge necessary to self-support and wage-earning can be best acquired in well-equipped schools of manual and technical training. An institution has within itself most of the elements, in miniature, of the interests and occupations of the world. Beginning with the preparation of food, the making of all clothing worn, the washing of apparel, bedding and curtains—and so meeting all the varied needs, homely and delicate, domestic and social, of civilized life, we find almost infinite opportunities for technical training. Dividing all these daily and weekly tasks, we may form systems of lessons, the results of which may go back into the homes as work accomplished. But we learn to regard them as primarily material, or the basis for instruction in many occupations, for each of which we may fit up an appropriate classroom. The simplest, as well as the large and complex institution, may do this. The latter may have more classrooms and more branches of industry taught, but the system is the same.—*Mary E. R. Cobb, in the Charities Review.*

American Hurry.

THE slower-going English and the holiday-loving French have long looked with astonishment and disapproval upon the hurry, the rush, and the nervous wear and tear of life in America. They have rebuked us, and they have laughed at us on account of this national defect, and we have retaliated by terming John Bull stolid, slow and behind the times, and Monsieur Crapaud frivolous. But of late years we have come to recognize our own defect, which is the first step toward remedying it.

We laugh at and condemn our own haste. We make more of our holidays, and increase their number. We begin to understand the value and necessity of leisure. We are improving, doubtless, and if as a race we must acknowledge that we are still far too nervous and too impatient, we give as an excuse the exigencies of modern life.

Modern life, no doubt, is so much more complicated than life in the olden time that it can hardly be carried on with equal deliberation. Nevertheless, nervous prostration, though a modern name, is not a modern thing; it is only, as one of the afflicted called it the other day, "Nineteenth century for tired out."

People were tired out in past generations as well as to-day; the difference is that more were tired out by work, and fewer by worry. Haste and worry make easy work hard, and hard work harder, but neither of these, any more than work itself, is really new. The demands of modern life have increased both, but there is no more representative specimen of the capable, nervous, hurried American than that old-time housekeeper of whom tradition has preserved but a single anecdote.

"Girls! Girls!" cried this good woman, coming into the room of her sleeping daughters, candle in hand, in the cold dawn of a winter morning, "Don't lie there lazing; get right up. Only think, to-day is Monday—washing day; and to-morrow's Tuesday, and

next day's Wednesday; half the week gone, and nothing done!"

This is an excellent example of the way not to go to work. It is this national impatience which caused a keen observer to declare recently that in Yokohama, Hong Kong, Calcutta, anywhere in the shrewd but deliberate East, the man who wishes to get the better of an American in a bargain resorts to a very simple expedient, which not infrequently succeeds; he makes him wait, because waiting, he believes, will "fret the man," and thereby impair his judgment.

The inability to hurry is a bad thing, and is the vice of the ancient Orient, and the inability to go slowly is also bad. It is a good lesson for Americans to learn to wait.—*The Religious Herald.*

The English View of the Servant Question.

AMERICAN women are disposed to think that they are peculiarly afflicted by the servant question, and that in some happier clime—notably England—mistresses never have any trouble with their help. It may be that servants in the employ of the "old families" in England are very tractable and helpful in their way, knowing thoroughly the duties of their place and the whims and peculiarities of their employers. To Americans, however, there is much in the English system of domestic management which would prove very galling. A friend of the *Spectator's* recently related her experience during a visit to a great English house where more than a score of household servants were employed. In this mansion even the sleeping-rooms were magnificent; one of the handsomest of them, hung with rare tapestries and filled with exquisite carved-wood furniture, was occupied by the *Spectator's* friend, and was called the "Queen Anne chamber." This great room was occasionally chilly in the morning; and the *modus operandi* of getting the fire started in the open fireplace was as follows: First, the bell near the huge high bed was rung; this bell communicated with the butler's quarters below; the butler announced to one of his male assistants that "the bell in the Queen Anne chamber had rung"; it was this person's business to inform my lady's maid that her mistress required her; the maid repaired to the Queen Anne chamber and inquired what was wanted; being told that the fire was to be lit, she sets out to find some one to do it; for, though the fire needs only a match to be touched to it, my lady's maid would cut off her right hand before she would use it in performing such a menial office; she informs the head housemaid of the situation; and the head housemaid—who would suffer decapitation before she would do the work herself—orders one of her supernumeraries to ascend to the Queen Anne chamber and perform the requisite service; and so at last the match is struck and the fire burns. During all this time-consuming circumlocution the guest endeavors to possess her soul in patience, meanwhile reflecting on the advantages of the American system which employs fewer servants, but expects them to work for their wages without going through any roundabout nonsense.

"But why didn't you get up and strike that match yourself?" asked the *Spectator.* "Because within an hour the story would have gone all through the house that Miss —— was a parvenu, who was willing to light her own fire, to perform an office that many of the servants would not do, and that she must be a very ignoble specimen of her race, merely pretending to be one of the 'quality.'" "That," said the *Spectator's* democratic informant, "is what I call the tyranny of English servants. You can never have things done in your way. They must be done in accordance with traditional custom, and any departure from these antiquated ways calls forth the contempt and disrespect of the servant class. An English mistress has not nearly so much freedom as an American one, and it takes twice as many people to do her work, and twice as long a time, as in America." All of which is submitted for the edification of American women whose troubles in dealing with their help are heightened by the thought that "'on the other side' they do those things so much better, you know."—*"The Spectator" in The Christian Union.*

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DISEASES WHICH RECUR AND THOSE WHICH DO NOT; IMMUNITY AND PROTECTION FROM DISEASE.

BY WILLIAM BUCKINGHAM CANFIELD, M. D., BALTIMORE, MD.

EVERY one who has anything to do with children knows that it is much easier to ask a question than it is to answer one; children can ask questions which the wisest man cannot answer. Still, this manner of asking questions has its advantages. One of the greatest teachers of ancient times used to give all his instruction by asking questions; this was Socrates, and hence the method of teaching by questions is called the Socratic method. The asking of a question by an ignorant little child has put the wisest mind to thinking and directed it into a channel which has probably led to great results.

The science of medicine, as we may call it, is by no means complete, and investigators, in the endeavor to search out new and hidden truths, are continually asking questions. They ask themselves and expect Nature to give the answer. In some studies, notably mathematics, there is no dealing with Nature, life and such mysterious agencies. In studying life and our existence, both in health and disease, we have to study the same being under so many different states and circumstances that the problem is so much the more difficult. In dealing with inert and lifeless objects one problem may be exactly like another, parallel cases may be identical; but in comparing two cases in life, two persons, even twins, in health or disease, there are so many elements of difference that the comparison is not easy. We may have two persons, much alike to the casual observer, sick with the same disease, and the courses of this disease may differ so widely in the two individuals that a careless observer, or even one with some experience, may pronounce them different diseases.

The less control we have over any machine, whether living or not, the more trouble we have in the management of it. We take a machine that has been out of order, carefully examine all the parts, clean and put them together as they belong, oil them and set them in motion, and, all things being favorable, the machine will go on out of sight of the engineer as well as in sight, as long as the motive power is supplied. Most unthinking persons, and many who are supposed to think about most things, have an idea that man is made on this principle; and when sickness occurs in an individual who has been imprudent, or when a convalescent whom the physician has put in the way of getting well does some imprudent act as soon as the physician's back is turned, it is often the poor physician who has to bear the odium of lack of skill.

In treating any disease there are all sorts of questions to be taken into consideration; and, hence, so long as man is made as he is and is not an inanimate machine, just so long will it be impossible to lay down a remedy which will cure a disease in every case. And yet how often do we hear the question asked, "Doctor, what is good for rheumatism?" or "Doctor, what will cure a headache?" or some such question, as if the treatment of disease was as easy as looking in a dictionary and finding the name of the disease with the infallible remedy opposite.

The treatment of any disease is by no means easy, especially when we have the patient against us. The dumb animals, infants and young children are in some ways more obedient, because they have not that "little learning" which makes them think that they know more than the man who has studied years, to cure them. An important element of help in treating disease is Dame Nature herself. Indeed, many diseases and perhaps almost all diseases have a greater tendency towards getting well than getting worse, and with some exceptions it is very likely true that many minor ailments and some apparently severe ones get well without the physician. This natural tendency towards health, like water seeking its level, is a great factor to be considered in treating the contagious and infectious diseases in children.

As has been said in a previous article, these diseases are caused by small bacteria or disease germs which are very prevalent and which are particularly abundant in crowded communities, in cities and in enclosed places where many persons congregate. If, then, disease in the form of these bacteria is so widespread, why should we not all have every disease? That this is not so is very evident. Given a number of persons, say, young children who have never been sick, and let them all be equally exposed to a contagious disease, and some may have a very severe and fatal attack, some a slight form of the disease, while others escape altogether. Again, in many diseases, and in almost all infectious and contagious diseases, one attack protects the individual for life against future attacks. Why some persons are protected against disease and have what is called an "innate immunity," while others pass through a disease once and have what is called an "acquired immunity," is not as clear yet as physicians would like it to be.

This subject of immunity and protection from disease has been the groundwork of much scientific investigation and hard work; and if the results seem too theoretical to the practical mind, it must be remembered that it is by working in this very channel and direction that cures and specific cures for these dangerous diseases are to be found.

Of the following it is pretty well settled in general that one attack (with occasional exceptions) effectually protects from second attacks of the same disease: Scarlet fever, measles, smallpox, cowpox, chicken-pox, typhus fever, cholera, whooping cough, mumps and yellow fever. Scarlet fever has been said to occur more than once in the same person, and physicians have reported second attacks of measles, but these are certainly exceptions. Cowpox, which is the result of vaccination, generally occurs but once, and when the vaccination "takes," a second vaccination rarely affects the person, even if it has been done years later. Diphtheria probably occurs more than once in the same person if there is exposure, but even this is not universal. Of an entirely different order are such diseases as malarial fever, rheumatism, gout and certain other affections which are very prone to recur after the slightest exposure, as in the case of a common cold.

Now, there are different degrees of immunity, and probably immediately after convalescence from a disease the body is most fully protected, so that we say that immunity from a disease is much stronger after that disease than at any other time. It has long been noticed that after recovery from typhoid fever or smallpox the person feels much better than ever before, as if he had been made over again. This is only true after complete recovery. After an epidemic there is much less susceptibility, as the susceptible ones have been weeded out. Certain races seem to be particularly free from certain diseases. Thus, negroes are rarely known to have yellow fever, while it is very fatal to whites.

The explanations of immunity and protection have been various, and some are very ingenious. Theories have their uses, and in this case they have been the means of helping us to arrive at some definite conclusions. The constitutional diseases, like consumption, which is not looked upon as an infectious disease in the strict sense, rarely have an opportunity to recur. The most generally accepted theory of immunity and protection

which has, for reasons unnecessary to state, to be stated in rather vague terms, is that in a person who has been exposed to a contagious disease and escapes, there is a something, probably in the blood and in the tissues, which acts antagonistically to the bacteria which attempt to force their way like an enemy into the body, and destroys their vigor and thus wards off the disease. If the body is not in a condition to ward off the germs, the disease sets in, and according to the strength of the bacteria and the resisting force of the body, will be the character of the attack. So that, when we say an "attack" of a disease, we literally mean such an attack as an enemy would make. This something, which repels all future attacks of bacteria of a given disease, is strongest immediately after the end of the disease and may continue strong enough to keep off a second attack, or it may gradually weaken off until a second attack finds an easy victim. Even in such a disease as pneumonia (which was never supposed to be a germ disease, but a result of catching cold) there has been found circulating in the blood a substance (probably poison) which is very prevalent in the blood throughout the attack until the crisis appears, when this substance disappears and another substance (probably an antidote) comes on, and the disease clears up and the patient recovers.

Much good has been done by studying out these substances which circulate in the blood in the various diseases. The general line of treatment of all these diseases will probably be in the future on the plan of a vaccination, as in smallpox. When a person is vaccinated against smallpox he is given a very mild attack of a modified form of smallpox which is called cowpox. Pasteur has adopted this method in treating hydrophobia. A dog with rabies or hydrophobia dies, or is killed, and from the animal the cause of the hydrophobia is taken, and a second animal, preferably a rabbit, is inoculated. When this animal gets a slight form of the disease another animal is inoculated from it, and this is continued until an animal is inoculated which does not die from the inoculation and yet which cannot get true hydrophobia. Then this substance is inoculated into the body of a person who has been bitten by a mad dog, and if the conditions are good and the work is done well, that person is effectually protected from hydrophobia.

It was in about this way that Koch intended to treat consumption. It is in this way that Pasteur protects sheep from a malignant and fatal disease called anthrax, and has been the means of saving much money to the sheep-raisers. The practical good in the cure of disease peculiar to man, resulting from inoculation, is as yet very small, except in the case of smallpox.

The outcome of all this is that mothers who keep their children in a healthy condition and attend to the simple rules of sanitation and diet will hold them in the best condition to avoid diseases which are prevalent, or lighten the attacks if they once occur. When a contagious disease once occurs it is not easy with our present knowledge to cut it short, and our plan is to keep off complications and lighten the worst symptoms. Indeed, treating some diseases, such as typhoid fever, has been compared to dealing with a runaway horse. If we can keep it in the middle of the road and avoid obstructions, the disease will run itself out.

Some mothers think it is just as well for their children to have these contagious diseases and be over with them. That is bad policy. No one in this enlightened age should ever have smallpox. Strict and prompt sanitation, with effective quarantine measures rigidly enforced, should effectively keep down such diseases as typhus and Asiatic cholera. In large cities, where children meet each other in schools and at play, it is almost impossible to prevent the spread of the most common contagious diseases. When they do occur, prompt measures should keep each case from spreading further. Children up to the age of puberty, and even past this time, are developing, and if they can be brought past this time and escape these diseases, the strength of adult life may prevent their ever having them.

It can never be stated exactly when the protective influence of a vaccination or an attack of the disease itself will cease, and no fixed time can be named. It is popularly supposed that we change every seven years, but this statement is probably founded on the number seven which is such a favorite among numbers. After recovery from any of the contagious and infectious diseases there is an immunity established which continues for varying periods depending on various circumstances, and with our present knowledge it would be next to impossible to state this period in any disease. Experience has shown us that the chance of some diseases recurring is very great, of others very slight, while others, again, are never known to recur. The study of that new part of medicine called bacteriology has brought us to the verge of possibility in the investigation and cure of diseases which is fairly staggering. What changes will be made, and what additions will be made, to our present knowledge of medicine, the next century can alone tell us.

THE ADVANTAGES OF A SIMPLE YET VARIED DIET.

BY WILLIAM H. FLINT, M.D.,

Attending Physician at the Presbyterian Hospital, New York City.

IN these days of minute subdivision of labor and of specialization in all the occupations of life, the culinary artists, who direct the dietetic destinies of families with autocratic sway, have multiplied their *hors d'œuvres* and their *entrées* beyond all bounds of reason and of propriety. Their chief object is a pleasant stimulation of the gustatory sense; and the promotion of healthy nutrition is, with them, either quite disregarded or totally subordinated to their desire of pleasing the palate with savory viands. Now, a palate properly educated to an appreciation of healthful foods *may* work in perfect harmony with the digestive organs, acting the part of a dietetic conscience for the whole economy. But taste is perverted by misdirection, and as a drinker's stomach craves alcohol to its own destruction, so will a misguided appetite clamor for croquettes, *marrons glacés* and chocolate creams, instead of more digestible, nourishing and strengthening pabulum. The writer, therefore, respectfully submits that our present culinary system is essentially faulty, because its devotees, being blinded by the elaborateness and the multiplicity of their own inventions, lose sight of the simple principles underlying rational dietetics. If sound dietetic doctrines are to prevail, they must be instilled into youthful minds and must be made a part of the creed of the rising generation. It is, therefore, the constant aim of THE MOTHER'S NURSERY GUIDE to furnish parents such information as shall enable them to teach their children what to eat, as well as what to wear and how to live. Sympathizing with its worthy and successful efforts, the writer begs to add his testimony in favor of the advantages of a *simple yet varied* diet for the young.

The expression *simple diet* is susceptible of very different interpretations. The writer, therefore, desires to state that by a simple diet he understands one composed as nearly as possible of individual members of the various classes of foods, prepared by plain and uncomplicated culinary methods.

The various classes of foods are: (1) the

nitrogenized or *albuminous*, the chief representatives of which are meats, eggs, milk and fish; (2) the *carbo-hydrates*, or the sugars and starches; (3) the *hydro-carbons*, or fats, and (4) the *inorganic foods*, such as salts and water.

Nature's nourishment for babes, the maternal milk, furnishes an unerring guide to the character and quality of the food required by her nurslings, and analyses of this milk furnish the only rational basis for infantile dietetics. In the milk are found representatives of all the four classes of foods. The casein represents the nitrogenized group; the milk-sugar, the carbo-hydrates; the cream, the hydro-carbons; and the various saline constituents, as the phosphates and chlorides, the fourth or inorganic class of foods. We may, therefore, reasonably assume that each meal after the weaning, and indeed, through life, should include representatives of all these groups, their proper apportionment and distribution furnishing problems claiming for their solution the dietitian's utmost wisdom, skill and care.

Certain hints and suggestions bearing on this subject are also furnished by the common customs of mankind regarding the combination of foods. It is, doubtless, to an appreciated need that many of the best-known and most ordinary alimentary combinations have owed their origin. It is so much a matter of course to associate meat and potatoes, bread and milk, or pork and beans, that the underlying physiological necessity for varied ingredients of the diet may be lost sight of. Yet in all these combinations, each group of foods is appropriately represented.

Simplicity in children's diet is thus not incompatible with the suitable admixture of various alimentary principles, but its demands are probably best met by the administration of single representatives of each class of foods at individual meals. Thus, if meats are eaten by children, it is not advisable that other members of the nitrogenized class of foods, such as milk or eggs or fish, be included in the *menu* for that repast; and if potatoes and butter are eaten, other starches and fats may be dispensed with. Milk and meat have seemed, in the writer's experience, particularly incompatible, unless administered in very small quantities, the stomach being readily over-taxed by efforts at their simultaneous digestion.

Having thus suggested an outline method for the attainment of simplicity in diet, so far as its ingredients are concerned, let us inquire how simplicity in *preparation* may be secured. Among the classes of foods above enumerated, the inorganic are unaffected by cooking, and this is also true of the sugars. The question concerning proper methods of preparation applies, therefore, only to the albuminous, the starchy and the fatty foods. A few albuminous foods are most digestible uncooked, as some shell-fish (oysters, for instance) and milk.

Modern research has demonstrated the fact that the cooking of milk at a high temperature inaugurates certain changes in its physical and chemical composition which render it less digestible and less nourishing than raw milk. Simplicity in the use of the milk diet would, therefore, be best attained by administering the milk uncooked or raised only slightly above the body heat. If there is any ground for the suspicion that impurities may exist in a given sample of milk which may be destroyed by boiling or by sterilization, the greater desideratum, viz., purity of the milk, must take precedence over the lesser, *i. e.*, its digestibility, and sterilization or Pasteurization must be resorted to.

With the exceptions just noted, albuminous foods are rendered more digestible by cooking, and most digestible by simple methods of preparation such as do not entail the admixture of fats, starches or condiments. Gravies and sauces are abominations at the nursery table, and so are fried meats, hashes and *fricassées*, for the reason that, in these dishes, fats are intimately commingled with the nitrogenized foods and, mechanically coating them, prevent the full contact and action of the digestive juices. Roast and broiled meats are especially valuable in that the process of cooking, by first coagulating the surface of the meats, causes the retention of the juices within the interstices of the fibers, thus

rendering the meat doubly savory and palatable. Boiling is a less desirable method of preparation, because much of the appetizing juice exudes and is lost in the water in which the meat is cooked, although it is probable that the nutritive values of roast and boiled meats are not essentially different. *Starchy foods* are most simply prepared by separate cooking. Contrast the mealy and tender baked potato with the greasy, dried-up fried potato or the well-named Saratoga chip, and you will soon decide which one to admit to the nursery. The same contrast obtains between plain boiled or steamed rice and a highly seasoned rice pudding, or between plain baked or boiled maccaroni and the same maccaroni drowned in melted cheese.

Starchy articles of food should always be so thoroughly cooked that the indigestible envelope of cellulose which surrounds the grains of starch is perfectly dissolved, and the starch thus liberated and rendered accessible to the attack of the digestive fluids. Oatmeal, hominy and cornmeal usually require cooking for several hours before this result is obtained, and we should always distrust these articles of food if they are dry and hard, so that individual granules present a perceptible resistance to the teeth. The writer has seen many distressing attacks of indigestion caused by conscientious efforts on the part of misguided people to eat oatmeal for the sake of their health.

Fats are usually most simple and easy of digestion in their natural or uncooked state. Sweet butter, or cream, or olive oil rarely occasions indigestion, while drawn butter and cooked fats in general are prone to engender fermentations which cause great distress from flatulence and acidity of the stomach.

Having thus furnished an outline sketch of the methods by which simplicity in the selection and the preparation of children's food may be secured, the writer begs to offer a protest against the mistaken idea that simplicity and monotony in diet are synonymous terms.

A well-known English poet wisely said that

> "Variety's the very spice of life
> That gives it all its flavour,"

and this poetic aphorism is equally applicable to *diet*, in which life finds support.

The most appetizing and tempting dishes pall upon the taste if too often repeated, and this admitted fact furnishes the keynote to the management of the nursery *menu*. Let new dishes succeed each other in attractive sequence. The delighted surprise manifested by children at the unexpected return of some favorite article of diet is very pleasant to witness and augurs well for the easy digestion of the welcome food. A word to the wise provider is sufficient, and the writer leaves it to her ingenuity to present the children a simple bill of fare, and yet one which shall be varied, within safe limits, from day to day. Thus, the little ones will be made to enjoy *every* mealtime, appetite will be stimulated, digestion assisted and normal growth promoted.

SOME POINTS FOR THE SUMMER.

BY C. B. MEDING, M.D., NEW YORK CITY.

ENTERING the season particularly dreaded by mothers and nurses, it is well to remember that forgetfulness and thoughtlessness add as much to its dangers as heat and humidity. Mothers and nurses are too apt to do simply as they are told, and physicians, in the greatness of their knowledge, are too apt to forget the little things.

Let it be remembered then, to save trouble, that the baby's cry is its only language. Not

only pain, but discomfort; not only hunger, but thirst, not only temper, but indisposition, are expressed by the cry.

Quite as often as either pin-stick or colic, some slight cramp from a sudden movement, a wet or tight band or other article of clothing, will cause crying and restlessness. Bands are an abomination; children have no need of them, and when tight they are direct excitants of jaundice. A piece of soft flannel over the bowels is a necessity, winter and summer. The bowels should be kept warm, but never in the least constricted. So long as the baby's head is cool, its bowels warm and its mouth moist, so long health abides.

Most babies are bathed each morning and seldom oftener; many times a cross child may be soothed by a pleasant bath before its evening meal. All bathing should be done before meals, not after. Such an evening bath tends toward a good night's rest. Still, half the sleepless children would sleep if they were given exercise. A good practice is to let the baby lie on the floor and kick at the air; by throwing a sheet or quilt on the floor first, and having its edges raised, drafts may be avoided. Such exercise tires, but strengthens; and spine troubles and peevish nurses are not often seen in homes where this is the practice.

Diapers, pads, rubber cloths, etc., soon become hot, soon bind and smell, and without great care always chafe. The early use of the chair will do away with all and teach Baby healthful lessons. I have had babies at six, and even five months prefer the chair, and fairly ask to be put in it. This accustoms them to regularity, saves mothers time and patience, lessens washing, and promotes cleanliness.

Thirst in the infant is nearly always mistaken for hunger. Give your crying child a little cool (preferably boiled) water, using cup or spoon, or try tiny pieces of ice tied in a scrap of lawn, and see if it does not prove the very thing needed. Six or seven times every day babies should be offered drink; it regulates the bowels, cleanses the mouth and stomach, and prevents in a measure overfeeding.

Infants should also have salt, especially those hand-fed. Breast-fed babies have less need, yet nursing mothers should never forget to salt their own food. If we deprive animals of salt, they soon show the need of it. Adults of necessity satisfy their system with the inherent salts of many foods, yet our little ones scarcely know its taste. Every food should be tastily salted, and two or three teaspoonfuls of salt should be added to each bath water. Give plenty of salt and water inside and out, and you will see the mitigation of summer diarrhœa or its disappearance.

Discard the feeding apparatus. A spoon or cup will banish sour or dirty bottles, ill-tasting nipples, chipping glass tubes and decaying rubber, besides endless cleaning, the expense of breakage and, worst of all, the administering of wind to the child. It is not feeding to stick a nipple in the child's mouth and force it to swallow just so fast or choke. It is not healthful to have milk running out of the corners of the mouth down on the chest to sour and chill. Hold the child semi-upright and let him drink from a spoon or cup slowly, and you will find hand-feeding a pleasure.

Of food and feeding too much truth cannot be written. Overfeeding is surely the cause of the bulk of infant sickness and death. It is certainly true that the smallest amount of food a child will thrive upon is the proper quantity. Here rigid rules won't work. Experiment is the teacher. A little knowledge of the physiology of digestion will help the mother.

There are two general kinds of digestion, one required for animal food, *i. e.*, for meat, milk, eggs and fat; the other, for vegetables, *i. e.*, starches and sugars. Now, the first is Baby's stronghold, the last its weakness. The steadier, up to the twelfth month, you persevere in animal food, the healthier, stronger and more enduring your child's constitution is likely to become. When you have found the food that agrees with the child, give it regularly, suitably, and give nothing else. For ten months, at least, the healthy infant needs neither fruit, vegetable nor flesh. Be not deceived, however many may be the exam-

ples of omnivorous infants; however smart or cute it may seem to see Baby eat and drink, nibble and sip every course at the family table, this practice is always dangerous, ridiculous, ignorant and frequently fatal.

Then, don't let any one scare you about the evils of night air. In hot weather sundown is not bedtime, nor sunrise time for waking. The little one must be treated in some degree as we treat ourselves, and cool air at any time is better than medicine.

A means of health not utilized nearly enough by private families is sailing. A trip on any of the boats that ply about New York will build up the sickly, redden pale cheeks, sweeten sour stomachs and soothe irritable bowels. Wrap the infant up warmly, and sit with it in the bow. Shelter its face from direct wind and let the sweet cool air have its own way. Don't overfeed, don't disturb the quiet sleep that gently closes the wee one's eyes, and you will find good health in God's free air.

CURRENT ISSUES IN OUR NURSERY.

BY MRS. J. H. GROVE.

NOT that we have a nursery proper. Of our household of eight persons, two small children are the most important part, and have the range of the entire house. There is, to be sure, a playroom which is headquarters for all playthings, and contains, also, mother's machine, work-table and piano. Here and in the adjoining rooms the children march, play hide and seek, make playhouses, bears' dens, or marshal their dolls and animals in a grand procession. Upstairs the library has broad window-sills which are nice places for block houses. As our bedroom opens into the library, the father's reading has to be carried on in a somewhat interrupted way, particularly toward bedtime. These two upstairs rooms, heated by grate and furnace, are found comfortable when severe colds make it wise to keep the children out of the cooler parts of the house.

The kitchen is a delightful spot to the little people, because there is so much going on. Here, when the weather is not too cold, Mary rolls out her dough, stirs cake, or plays school, while auntie and mother work. The cracker boxes which we get at the grocery have hinged lids, and make good receptacles for toys. We have one box in the kitchen, and two in the playroom. They might be papered or covered in some pretty fashion, but ours have not yet reached that degree of attractiveness. On a wide one Mary perches while she recites her pieces, "Goosey, goosey gander," "Nimble Dick," and other classic selections. Henry scrambling up, imitates perfectly the rhythm in an unintelligible jingle.

Mary Margaret is a plump, blue-eyed little girl of almost four years of age and experience. Henry Edward, also plump and blue-eyed, has just passed his second birthday. Both look forward to the bright summer time when the sand pile in the grape arbor will not be covered foot-deep with snow. This same beautiful snow would be hailed with delight, were it not that a recent attack of pneumonia forbids sledding. Until that attack a daily outing in all but wet weather was the rule.

* * *

Various are the amusements resorted to, to pass the time while thus shut up. Two small

clothes-racks are sometimes of great service in making playhouses. Hide and seek with the babies, sometimes in plain sight, can be made amusing by a very blind seeker. Mary hides Henry in various places where he keeps very still, except for a low chuckle, or a quivering of a curtain. "Round and round" is an exercise invented by an enthusiastic and long-suffering auntie. She takes one hand of each child, while both run around her in vain attempt to catch each other, changing hands often to prevent dizziness. Occasionally little friends come to visit. Then, perhaps, there is a tea-party on the little table, with tiny dishes and very light refreshments, consisting of a dozen peppermints, as many chocolate drops and peanuts, two or three "kisses," and a liberal supply of water. This does not seem to hurt them, as they do not keep nibbling. The visit of Santa Claus was so recent that the toys have not yet lost their charm. Mary's set of Brownie rubber stamps is amusing, with the funny little faces and figures. Henry aches to get hold of them, and, when he does, daubs everything in a hasty attempt to do it all at once. A drawing slate, a doll-house, doll-clothes and a bureau, a wheelbarrow, horse and wagon, are among the chief delights. Christmas dolls, already in all stages of dilapidation, are dressed and undressed, pinned and unpinned with big safety-pins, and perhaps, in a funny row, put to sleep in the new doll's bedstead.

Once a year, the children are overwhelmed with gifts. Grandparents, aunts, parents and other friends combine to make the Christmas tree and stockings a success, though no very expensive presents are given. A few days after Christmas a mother said to me that she thought it a mistake to give children so much; one or two playthings would do just as well. Perhaps so; but I really look forward to Christmas and the new stock of amusements. After the first day or two, some are put away to be brought out when called for; some are upstairs, some down; old playthings will gather new charm when these grow tiresome. We purchase as durable articles as possible. The delight of the little ones on Christmas Day is something beautiful to see, nor have I, thus far, found them so confused by the number of gifts as not to be able to appreciate them all.

* * *

It is surprising to me that any one can think girls and boys of the same natural tendencies in their play. Naturally, little girls' toys and plays predominated in this home. But independent little Henry marched in, giving a different turn to things. Few playthings he had of his own at first, for there were already so many. But Henry seized upon different ideas. His blocks were first put together as "choo-choos," his word for cars, although houses were built for him as early as for Mary. Henry will play with Mary's dolls, and has several of his own, but for days he carried around as his sole plaything a little iron engine and car which he had seen in a show-window and called for until his father went in to purchase. And in climbing and throwing he is emphatically a boy. Though my experience is somewhat limited, I bravely assert that the plays of boys and girls are different, chiefly because of natural, not educated, tendencies.

* * *

The presence of these little people gives direction to all our speech, or ought to. Nothing is easier than to fall into a habit of excited or exaggerated talk with children for their diversion. If my attention were called to something with the suddenness and loudness with which I have often heard children addressed, I am sure a nervous shock would be experienced. If children are not startled, they are, at least, taught an exaggerated fashion of receiving or imparting ordinary impressions. One who becomes excited or enthusiastic over nothing is as undiscriminating as one whom nothing can arouse.

A sentiment to which children are especially susceptible is that of pity. The fuller teaching of this may prove valuable in opposing an inclination to tease, to laugh at, or to injure. When there is a difficulty between my two babies, and, perhaps, a lifted hand, Mary can be melted most readily by an appeal to her sympathies. "See how the poor little fellow trusts you!" for Henry apparently has perfect confidence in her and

does not imagine that she would hurt him. Almost always her arms are thrown around the little brother, while she comforts him with a motherly air comical to see. I recall a speech which we considered something of a joke on Grandpa "Smith," as I shall call him. The picture of a forlorn donkey excited Mary's sympathy. She looked at him tenderly, exclaiming, "Poor donkey! he wants his mamma! he wants his papa! he wants his *Grandpa Smith!*" I have known children brought up in families where the atmosphere was one of criticism, where every blunder in "etiquette," every grammatical mistake, every oddity in dress, of the "barbarian," was subject for a laugh or sneer. In such an atmosphere, the sense of justice is perverted, and a feeling of superiority inculcated which is both disgusting and amusing. For a child to realize that the poor black-skinned boy or half-witted unfortunate is as much a child of God as himself will be a lesson in real charity.

* * *

It is advisable for each child to have its own property. Definite division of toys and treasures need not interfere with the freest display of unselfishness, indeed, gives dignity and opportunity for its development. Justice and equality cannot be taught too soon; let us begin with the babies. Let them play with each other's toys if all is satisfactory; but if a dispute arises, by careful inquiry and adjustment both the rights of each child to its own property and the duty of generosity may be taught. Do not let one child assume rights with another's property, nor let carelessness in appropriation be encouraged. Careless training in this respect makes disagreeable, meddlesome men and women.

When pains are taken to explain everything to children, it lessens the incessant questioning, and surprises one with the amount of information they possess.

Stories of our own childhood, historical stories made very real, stories of recent family events, are eagerly received by my little girl. She is just as well pleased with tales of everyday life as with those more imaginary. We are careful to draw the line between truth and fiction, but it does not mar the enjoyment. When I read in the NURSERY GUIDE about "The Leaves' Tea-Party" I explained to the child how each point was true in the change and falling of the leaves. It is of value that children's ideas be perfectly clear about all subjects which are suitable for them. It gives them an ease of comprehension as important to them as to older people. Mary thinks it very funny that "Mr. Toad" really wriggles himself out of his old skin and swallows it. She dances up and down in delight. "Another story! Now tell me! Tell me!" There are innumerable ways in which children may be interested. The little minds will be stored with something—why not something valuable, provided the acquiring has not been a task? That is the mistake, the setting of tasks for young children. Herein lies the beauty of kindergarten work. Children should absorb rather than study, and be led into correct habits of pronunciation, of speech, and of accuracy in observation. I should not have thought of teaching a baby the alphabet, but a little cousin interested Mary in the forms of the letters before she was twenty months old. In a few weeks she knew every letter whereever she saw it, nor did she pore over the book to the exclusion of exercise. Henry did not show the same interest; consequently, as I should certainly not insist at that early age, he knows but few letters. One night last summer, after the Lord's Prayer, I began to repeat the twenty-third Psalm. The musical flow of the language pleased Mary, and she began to repeat it with me. "Let's say it again, I fink it's pretty!" Night after night she would follow me, until she did not have to wait for mother, but carried it through herself.

All children have some peculiarities of speech which are "cunning" and which some hesitate to correct. There is no special harm in allowing them for a time the use of their own baby words, but the incorrect use of language is another thing.

* * *

I heartily believe in demonstration of affection, in warmth of praise. Mankind needs

approbation, and does its best work in such an atmosphere.

If a reprimand or punishment has been out of proportion to the offense, an apology, an explanation, will be fatal neither to dignity nor to government.

After some offense, Mary usually asks me, "Do you love me when I'm naughty?" My answer is, of course, affirmative. "You never *unlike* me, do you?" And with child-like frankness she often adds, "*I* don't like *you when I'm naughty*."

"Line upon line, precept upon precept," but, above all, trying, as mothers, "to be and become," to gain courage, patience, wisdom.

KINDERGARTEN-AT-HOME STORIES.

The Helpful Fairies.

EDNA was a little girl, like many little girls I know, who was very fond of playing, always ready to learn a new game; but likewise always ready with an excuse when her mother asked her to sew, or her teacher bade her write, saying: "I can't," "I don't know how"; and she was much in danger of growing up to be very lazy.

But one evening, after her "Amen" had been said, Edna's head sank on her soft pillow, and she was soon in dreamland. Suddenly ten little fairies appeared, all arrayed in flesh-colored dresses and wearing crowns with the word "Work" set in stars. When Edna first saw these ten little sprites she was frightened; but afterwards she felt very much ashamed, as the fairies looked reproachfully at her and pointed to their crowns.

As the child hung her head in shame and confusion for having neglected her dream-land visitors, two of the fairies, who were shorter and chubbier than the others, stepped in front of her, and, in a silvery voice, said: "We are the Queens of Childhood. We help little girls and boys to take care of themselves, to wash and dress themselves, and to be useful. Shall we help you?"

"Oh, yes," said Edna, "I wish you would. I have such very hard work in the morning. My shoes won't button, and my hair is always tangled, and"——

"That will do. Hereafter we will stay with you and see how you treat us." And the two chubby fairies hopped on Edna's thumbs and then disappeared beneath the little pink nails.

Next came two slender fairies, who said: "We are Queens of the Household, and are always very busy. If we help you, will you be kind to us? We see that your bed is made properly, the playroom is in order, and the tablecloth is kept clean. Shall we live with you?"

"Please do," said Edna, "for those are just the very things I find so hard to do." While she spoke the two settled on her pointer fingers and disappeared under the skin.

"Who are you?" asked the child, as two large fairies now stood before her.

"We go to school with little children, and there see that they are kept out of mischief and do as the teacher bids them. Only yesterday we saw you drop your slate, make a *three* instead of a *five*, and" ——

"Oh, don't tell any more!" said Edna, ready to cry; "I know I have been very naughty, but I was thinking of the little man I was drawing under my desk."

"Just so," said the fairies. "And now we intend to stay with you; so try not to forget us," and the two, laughing merrily, disappeared in the long fingers.

"We must not be neglected either," said the two fairies, who now stepped forward; for if all our sisters help you, so must we. We sew, crochet, knit and embroider, and make ourselves very useful to the other fairies. May we come, too?"

"Now I can finish my doll's dress," said the delighted child, for by this time she felt quite at home with the little folks. The two pretty fairies sat on the tops of the ring fingers, and were gone from sight. There were only two fairies left, who were making quite a noise playing with grace-hoops. "Who are you?" said Edna. "You look like nice little fairies."

"So we are," said they. "All boys and girls like us. We are Queens of Play."

"Then," said Edna, "I have always loved you without knowing you."

"That was the trouble," said the Misses Play. "We are the smallest of all our sisters, so we must not have the first and only right with you. But if you will promise, now that you have so many queens to obey, that you will sometimes think of us, we will stay." And they sank under the skin of the little fingers.

A bright sunbeam was shining in Edna's room when she awoke. She looked for the fairies, but when she could not see them she remembered it was a dream, and laughed gleefully to think how funny it was. She hastily arose and dressed herself; but in her hurry to tell her mamma all about her companions of the night, she left her shoes unbuttoned and her hair uncombed. In passing from one room to another her hand came in contact with the door, and she felt a tingling in her thumb. What had she done? She had already forgotten the fairies and her promises. She immediately completed her toilet, much to the surprise and delight of her mother.

That day, in school, she dropped her slate, and in picking it up a splinter ran into her long finger. The thought how angry the fairies must be with her for this second offense made her tremble, and she made up her mind to be more careful to think of them and assist them. In this way she soon had control over her fingers; and as the days rolled by, and her tasks were performed with comparative ease, Edna thanked the fairies, and promised never to neglect them again. And she did not.

EMILY GOLDSMITH-GERSON.

The Three Water-Drops.

THERE were once three little water-drops in the ocean, and they were always together and had merry times chasing each other over the waves and dashing here and there. Their names were Bright, White and Sprite.

One day, after a storm, Bright said, "Oh, dear! I am tired of staying here and seeing only the fishes and the ships that sail over us. I should like to go away up in the air toward the yellow sun and see what is up there in the blue sky." "Well, let us go up there some day; that will be great fun," said Sprite. "I will go if you will." "What shall I do if you both go off and leave me?" said White. "I do not want to stay here all alone, and I do not know the other drops very well." "You come too," said the others; "we cannot leave you here, a fish might swallow you if we did." "How shall we go?" asked White. "I know how to move on water, but I do not know how to get up to the sky. Let us ask one of the sunbeams the next day they come down to play with us."

The next morning the sunbeams were dancing over the water, and they heard some one say, "Little sunbeams, can you tell us how to get up to the blue sky? we want to go up where the sun is." "Who are you?" said the sunbeams. "We are White, Bright and Sprite, and we are tired of staying here, and want to go out and see the world."

"All right," said one of the sunbeams. "We come from the sun, and, if you want us to, we will carry you right up into the clouds." So the water-drops hugged close together and began to move up, and up, and up. They grew warm and felt queer. They looked around and could not see each other. "Where are you, Sprite?" said White, "I

cannot see you." "I cannot see you either," said Sprite, "I am afraid to go so high; I feel so queer."

"You need not be afraid," said the sunbeam. "You are all right, but I had to change you into vapor before I could carry you; I cannot carry water."

By and by the little water-drops reached the clouds, but they could not see one another then.

"How long are you going to stay here, Sprite?" said Bright. "I do not know. I am afraid to go down again, it is so far to the earth; I guess I won't go yet." Very soon a great many water-drops went down to the earth, and one called out, "Why don't you three come with us?" "Where are you going?" asked Sprite. "We are going down to water the ground and make the plants grow, for it is almost spring. You'd better come, too!" "I think I will go," said Sprite; "so good-by, dear brothers," and he dropped out of the clouds and went down, and down. "Oh, my! I am afraid I shall hurt myself when I strike the ground or the roof of a house!" "No, you won't; you will roll off, and it does not hurt a bit," said the others.

So Sprite went rolling and tumbling down, until he fell upon the ground.

"I wonder what will happen now?" he thought, as he sank down into the soft earth. "Thank you," said a soft little voice. "What for?" asked Sprite. "Why, I was so thirsty, and now you have watered me. I am a little crocus trying to get out of the ground, and I could not until I had water."

"I am lonesome without Sprite," said Bright. "I am going down to hunt for him." So off went Bright, and fell upon a window-pane where some children were looking out, and they laughed to see the water-drop rolling down the glass.

Little White was very sad after his brothers left him and he wanted to go. It was very cold when he went, and what do you think happened to him? He turned into a lovely white snowflake, and fell upon the cheek of a little child going to kindergarten. K. A. D.

Story of Pussy Willow.

ONE March day as the sun shone very brightly, and spots of snow could only be seen here and there, a pussy willow woke up, and, bursting open its brown cloak that had kept it from the cold all winter, it just peeped out a little and began to complain; and this is what it seemed to say:

"I have half a mind to settle back in my nice warm bed and go to sleep! Who will ever know whether I came at the right time or not? Last year I received quite a warm greeting when I first came, and I was so happy that I began to dream of the good times I would have in the summer, when I should put on my yellow dress powdered with gold dust. But soon it was all changed and I was neglected and alone, while my neighbor, the arbutus, was nearly worn out with receiving so many calls. I don't believe I will take the trouble to come out. It is true the bluebirds may be a little disappointed and think they have come too soon, but they will get used to it. Besides, it is dreadful to live in such fear of King Frost: I never know what his son Little Jack will do. Perhaps I should not be out a day before I should be nearly frozen and wish myself in my snug bed again."

Just then Pussy Willow heard voices of children coming from school, and one said: "Have you seen any pussy willows yet? I mean to get my work done early, so I can go down the mill road and look for some. I found them there last year, and I like to be the first to take some to the teacher."

By that time the children were out of hearing; but Pussy Willow could not go to sleep again, so she shook out her gray dress and said, "I have been very selfish to think only of myself. I will do something to make others happy." She did not have to wait very long before a little girl with bright sharp eyes came along and expressed great delight as she gathered some nice twigs for a lady who had been ill many months, and who would be very glad to have some in her room to remind her of the pussy willows she used to pick when she was a little girl.

Then a young man came driving by, and,

seeing Pussy Willow, stopped at once to cut nice branches to take to his sister who lived in the city yonder. After a long journey she found herself in a large room with paint and brushes lying about, and saw them getting ready to paint her picture.

Day after day the young lady painted, and Pussy Willow felt very proud and happy when she heard some ladies admiring her modest gray dress, and best of all when they said that the young lady had painted the picture for a fair that was to be given to help very poor children. How glad she was that on that March day she had decided to do some good in the world.

LUCY A. DOOLITTLE.

EXAGGERATING CHILDREN'S FAULTS.

BY VIRGINIA YEAMAN REMNITZ.

HE was a thief, a gambler and a liar. I heard his mother, on three occasions, say as much; and yet he seemed to me only a charming six-year-old, with a roguish face and big innocent eyes.

This is how it came about. Tommy took a piece of cake from the pantry without permission and ate it up. His mother determined to make as great an impression as possible on his mind in reprimanding him, so she told him about stealing and how men were sent to prison for it, and ended by exclaiming, "So you have stolen, and are really a thief? Howard! Howard!! Howard!!!"

The little fellow was frightened and cowed at the time; but one day, not very long after, he took cake again, and heard, in a careless spirit, a repetition of the lecture, accepting, without concern, the awful declaration, "My little boy is a thief—a wicked, wicked thief—and I am afraid he will have to stay in prison when he grows up."

The little boys in the street asked Tommy to join them in a game of marbles. They were playing "for keeps," and initiated Tommy, who, being a good shot, thought it a delightful game. He brought home a number of marbles he had won from his young friends and gleefully displayed them to his mother. "Tommy," she said solemnly, "did you ever hear of gamblers?" Tommy never had, so his mother tried to enlighten his little mind as to this phase of the wickedness in the great, unknown world. Fortunately she did not succeed very well, but Tommy was, of course, very much interested, and perhaps felt a glow of pride in his manliness when his mother told him that he and the other boys had been gambling just like wicked men. He was, however, very sorry to have to give back the marbles.

Tommy, like most children, had the imagination of a poet. He saw a squirrel running up a tree one day, and in that same tree was a deep, dark hole. That is all you or I would have seen. Tommy saw a mamma squirrel, and her nest with six baby squirrels in it. You see, Tommy looked down into that hole and something seemed to move, and he thought a bright eye peeped at him. He had heard a charming tale of a squirrel who had six little ones in her nest in an old tree,

and now he had found the squirrel, and the nest, and the six little ones. Elate with joy at such a delightful discovery, he related it, with shining eyes, to his mother. On questioning him she got at the root of the matter —a squirrel and a hole in a tree—and told the surprised Tommy that he had lied to her, and read to him a certain verse from the Scriptures, which was probably not intended for just such an application. Tommy knew what lying meant, and looked both puzzled and grieved. His moral ideas were thrown into confusion; but Tommy is a "regular boy," and ten minutes later the little thief, liar, gambler, who was to pass his days on earth in prison and be shut out of heaven for all eternity, was merrily romping with his puppy. An hour after he stood in the parlor beside his mother, his hand in her's, while she smilingly told a caller how well Tommy was doing in school, and what a help he was to mamma.

Now, *some* impression has been made upon Tommy, and we may readily surmise its nature. He does not understand the gravity of the charges made against him, of course, for a child's mind cannot appreciate the nature of crime. If Tommy ever tells a willful falsehood, or secretly appropriates the property of another, some explanations are doubtless in order as a preface to practical discipline; but to suppose Tommy guilty of even infantile thieving or lying is preposterous. The names given his misdemeanors are absurdly inapplicable. Mamma says that something awful has been committed, and yet, the brief storm over, the whole matter is evidently dismissed from mamma's mind.

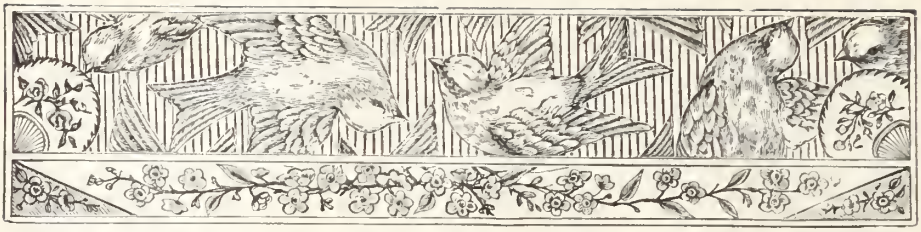
Let us remember that a child has little or no experience upon which to base his judgments, and therefore he fits the meaning of things to the evidence at hand. Tommy has been threatened with prison life and eternal punishment; yet nearly all his friends do the things he has done, and he hears his future and theirs cheerfully discussed by smiling admirers, so those punishments cannot be so very dreadful after all. Thus the terrible is made insignificant, and false standards for judging degrees of wrong-doing have been impressed upon the immature mind.

Tommy is called a thief, a gambler and a liar, yet he knows that, on the whole, his mother thinks him a good boy, and he feels himself to be no worse than his friends. Such people are, then, not really very wicked —they are "just like everybody." There is no wholesome awe in his mind of the names of great sins, and his mother may be shocked when Tommy some day expresses his sense of familiarity and equality with evil-doers. To a developing boy how dangerous and degrading might prove anything approaching to a sense of oneness with the criminal class! But Tommy is very young, and a "regular boy." In the case of a more precocious or a morbid child the results of such reckless exaggeration would be even worse, for it would cause greater suffering, and would make a deeper impression.

In the case of children old enough to have some knowledge of the meaning of such terms as thief and gambler, the result can be yet more easily conceived. A healthy, happy child would see the absurdity of the thing and suffer least of all; a sensitive one would be pained and his young soul shriveled; a morbid one plunged into gloom and bitterness; a hot-tempered one thrown into a passion of resentment, while a reckless or willful one might even be incited to deserve the language used.

Fortunately, however, this method of training is mostly practiced upon young children. Perhaps the "grown-ups" realize that their own untruth would be detected by any save the trusting little ones. For does Tommy's mother really think him any one of the species of sinners she calls him? Not at all. No one knows better than she the utter falsity of the terms she uses, or would more bitterly resent them from any other source.

"But the children must be taught not to do these things." Aye, so they must. The necessity of training children is not questioned, but surely there is a choice of methods. And shall we train our little ones in the paths of truth and righteousness through injustice and untruth on our own part?



A NEGLECTED FACTOR IN EDUCATION.

BY LOUIS HEILPRIN.

IV.

THE activity of the teacher ought to embrace three main functions: To impart knowledge, to train the thinking powers, to excite interests. In the system of school instruction it may almost be said that provision is made for the first two only. The conditions necessary to the exercise of the third function, what may be termed the leavening of the intellect, are but feebly present in the schoolroom. The operation of rousing the mind to activity by appealing to the child's inborn curiosity, by making the most of the natural sensitiveness of his brain, by letting him absorb spontaneously without forcing him, is permitted to remain altogether too weak an element in ordinary teaching. The school-teachers, hard-pressed by routine work, distracted by the ever-present necessity of maintaining discipline, hampered by the narrow lines within which their activity is constrained, and weighed down by the amount of work exacted from them, are allowed neither the time, the energy nor the disposition to instruct entertainingly or in a way calculated to quicken the brains of their pupils. A much larger proportion than is usually allowed of the child's intellectual training ought to consist of instruction or mental exercise unaccompanied by methodical study. While intent upon promoting the efficiency of the regular machinery of teaching, we appear to have lost sight of the potency which the mere perusal of books possesses as a formative agency in childhood. In school education the reading of books is too apt to be thrown into the background. The child, indeed, is surrounded with books, but he is tempted to look upon them as mere tools, as something to perform certain kinds of labor with, to a great extent uncongenial labor. He is not urged or incited to read. The years are allowed to roll by and the rich fruit that might have been born of genuine intimacy with books is not forthcoming. Many a child who has been laboriously urged onward over the monotonous road of school life, only to emerge with an acquired indifference, not merely to knowledge, but to the printed treasures which constitute the joy of other children, might easily have been led into profitable paths had but a fraction of the time devoted to the drudgery of class-work been set apart to the perusal of books under intelligent guidance.

The extent to which reading is subordinated to study constitutes one of the weak points in the prevailing scheme of education. Parents, as a general thing, fail to appreciate the value of books apart from their use in the schoolroom, because they are accustomed to regard school instruction and training as the supreme factor in their children's education. Even when they are in a position to offer an intelligent oversight, and can command the necessary material, they are prone to remain comparatively passive in the matter of reading, their efforts being in the main confined to seeing that the child does not stray into wrong paths, or, in other words, keeping unwholesome literature out of his way. Professional teachers, being themselves the product of the system in which they have been reared, are naturally inclined to perpetuate that system,

looking upon it as a rationally evolved solution of the problem of education, whose validity they are not called upon to dispute. They generally take it for granted that tasks and recitations ought, of necessity, to constitute the great bulk of the machinery required for a child's education, and fail to perceive that what his intellectual needs demand is that he shall be subjected to influences with regard to which his mind is naturally impressionable and not be constantly forced into channels where his progress is a mechanical moving onward. With the prevailing methods he is broken in at a very tender age, and he soon learns to travel well in harness, but he unconsciously grows up with the idea that the main thing that is expected of him is that he shall proceed without stumbling in the direction in which he is led. The substitution of reading in the classroom for a considerable part of the study-work would mean the substitution of more powerful influences for feeble ones. An hour once a week devoted to a chapter in some well-written historical work, which is read aloud by the teacher to the class, may prove in the end more profitable to the child than several hours a week devoted to some text-book dealing with the same subject. He may not learn as many facts, his memorizing faculty may not be equally strengthened, perhaps, but what he will have absorbed will have penetrated deeper and acquired greater potency.

In the public schools a great deal of life might be infused into the work of instruction if the teacher were allowed the command of a certain number of hours of each week for which no reckoning would have to be rendered in examination percentages at the end of the term, and which might be devoted to recreative intellectual occupation in place of study and recitations. This would enable the intelligent teacher to discharge that most important function, for which so little provision is generally made, the expanding of the horizon of the pupils by bringing them in contact with an endless variety of subjects that would interest them. But apparently there is some strong reason which dictates that the activity of the public-school teacher shall be confined within the narrow bounds of prescribed text-books and a prescribed curriculum. Uniformity in all the individual parts seems to be considered essential to the proper working of the educational machinery. It is deemed to be of paramount importance that the functions of the instructor shall be of such a nature that the results of the work done, as determined by prescribed examinations at certain intervals, shall be a test of the instructor's efficiency. Here we discern a great weakness inherent in any broad system of education conducted by a community as such. Smooth and harmonious working is of necessity secured at the sacrifice of the teacher's independent activity, and consequently of much of the formative power involved in the successful operation of such a system.

This evil of withholding stimulating food from the child in school is aggravated by the excessive claims which school makes upon his mental and physical powers. During the school term mind and body are so severely taxed, as a general thing, that comparatively little time and energy are available for any independent intellectual exercise, undertaken spontaneously or through inclination induced by the example of companions or in pursuance of parental precept. Such a curtailment of the opportunities for self-culture often interposes a great barrier to the child's mental development. The circumstance that he is required to spend so large a part of the day in school or over his school tasks at home reacts very unfavorably upon the mental attitude of the parents, who, accustomed to refrain from adding to the large amount of work which attendance in school entails, lapse into the extreme of considering themselves absolved from ministering to the child's intellectual needs. Thus, while the pupil in school is debarred in a great measure from the elevating influences which books not intended for the classroom afford, all that pertains to the reading of books is sadly neglected at home.

The summer vacation offers a break in the routine of school-life, which naturally ought

to present an opportunity of partially making up for the deficiency in formative influences inherent in school education. But the very nature of this break, the sudden and complete stoppage of school-work, the liberation of the pupil from long-continued restraint, the notion that the child has labored sufficiently to be entitled to the complete mastery of his time for a certain period—all this has induced a mental habit in parents, pupils and teachers alike of regarding the vacation as a time during which the operation of improving the mind might just as well be suspended. The child, accustomed to do very little independent reading of a solid nature during the school term, is but too apt to enter upon his vacation in a spirit which renders him insensible to the intellectual pleasures which the leisure of months would hold out to him, pleasures which he often rejects simply because they are an intrusion upon the established order. A method of progression which contemplates such a periodical reaction as that involved in the ordinary summer vacation must evidently be a very faulty one.

It can hardly admit of dispute that a false perspective has been established with regard to the extent to which home influences should supplement those of the school. The overshadowing edifice of the school dwarfs in our minds the efficacy of other instrumentalities. Good standing in the class is deemed a sufficient indication of satisfactory progress on the part of the child, who may actually be suffering from the dearth of that intellectual nutriment which the home might readily afford. Thus, it often happens that parents, intelligent and enlightened and endowed with the ability to command the approaches to the juvenile intellect, while they imagine that they are providing bountifully for the needs of their children by securing for them all that school can offer, are in reality neglecting a very vital factor in their education.

Each successive age falls into the delusion of imagining that the system of education which it has inherited and modified to meet its presumed needs affords a medium in which it is perfectly natural for a child to be reared. We have come to regard the individual as born into the educational medium which offers itself to him, and, dominated by this insensibly acquired and not illogical notion, we forget to inquire what would be the probable or possible action of the forces which this medium replaces. Parents are constantly committing the mistake of regarding the beaten track as necessarily the one best adapted to the requirements of the individual child, because it is the great highway for the multitude, and of overlooking the side-paths leading through more fruitful grounds. Few of the mothers who are eager to have their children enter school at as early an age as possible consider sufficiently whether the beginnings of school-life will present an adequate substitute for the influences from which the children are withdrawn. What can compensate for the absence of the spring mornings spent in the open air and sunshine, when contact with Nature is most vivifying? Many a parent who sees son or daughter battling for years with Latin and Greek, algebra and trigonometry, perhaps ready to succumb under the weight of imposed tasks, shrinks from instituting a genuine inquiry as to the possible result of some entirely different course of treatment, simply from inability to shake off the weight of example and authority.

Most parents fail to estimate at its true value their ability to minister to the mental wants of their children. The qualifications requisite for teaching are confounded in the popular conception with those required in the case of the school-teacher. The mothers who conscientiously protest that they know too little to teach their children are sometimes best equipped for discharging one of the three main functions of the teacher, and perhaps the most important one, that of exciting interests in the pupil. For no form of instruction is more fruitful than that in which the parent becomes the fellow-student of the child, whether it be in the reading of books or in the observation of Nature, or in the contemplation of the works of man. The more the occupation of learning is in the nature of an exploration undertaken with a guide eager to gather up the fruits of knowl-

edge, the more stimulating it is to the juvenile brain. The mother who ventures with her child upon some path of study in which she herself is a stranger, but who follows it with a relish due to the freshness of her surroundings, is likely to impart to her instruction the very quality of which the child is most in need.

Although much progress is constantly being made in the right direction, our age still fails to realize that the existing educational structure is framed to an undue extent with reference to the function of disciplining the mind as opposed to expanding and vivifying it. The more or less refractory material presented to us is subjected to various processes tending to bring out its good qualities, but, when this refining operation is finished, it generally happens that the volume of the refined material that has been turned out is very small. The mind of the child has become a finely adjusted mechanism, but one that is devoid of power. But if we subject the mental organism from the outset to influences tending to give it a vigorous, even though a less regular, growth, we shall produce a mechanism more powerful and probably in the end more finely adjusted. The boy or girl of seventeen who is about to enter college after years of disciplining by means of Latin, Greek and mathematics, but whose education has been neglected with respect to the cultivation of a taste for reading and who has been allowed to grow up without developing a pronounced interest in anything intellectual, resembles a delicate piece of clockwork with a defective spring. It is expecting too much to imagine that the four additional years of college will impart vigor to the feeble organism. The chances are that the mental habit which has been established will persist in great part. Another pupil, originally possessed of about equal mental endowments, who has been taught but half as much Latin and no Greek at all, and whose mathematical training has not been carried so far, but who, instead, thanks to the genial educational medium in which he has been reared, has developed a genuine fondness for books and interests not attenuated by the influence of cramming and over-disciplining—such a pupil will be much farther advanced on the road to the possession of a fine intellect, and it may easily happen that he will eventually stand much higher in the intellectual scale even without the aid of a college course.

The power of consecutive thinking, of speculating, of evolving, is bred of interest. Mere disciplining by means of gymnastic exercises, whether of the nature of algebraic problems or of drill with the rules of Latin syntax, will not produce a thinking mind. Other influences are required to start the currents of intellectual activity. The development of the habit of consecutive thinking will bring with it its own discipline, while all the disciplining in the world without any real leaven to accompany it may yet leave the mind vacant and inert.

THE MOTHERS' PARLIAMENT.

A Plea for Patience.

—Many a penalty for disobedience and obstinacy is inflicted on children most unjustly. To verily disobey, a child must have, first, a clear conception of the command given, and second, must entertain the purpose to act in defiance of it. Often through indiscretion and superzealousness on the part of its superiors, a human infant is placed in the same category as a horse in the hands of an imperious and impatient trainer. Either it does not get the purport of what is wanted, or it is so dazed by fear and excitement that to do the bidding becomes a physical impossibility.

A woman took her year-old baby to a neighbor's house and left it in care of her neighbor's servant, while the two women

went out together on an expedition of some kind. As soon as they were out of sight, the servant, wishing to employ herself in another room, shifted her responsibility of minding the baby to a little girl of the family five or six years of age. It was an unwonted task for the little miss (who was herself all the baby there was in the home), but she laid her toys before the little one in the cradle where it had been placed, and took up a position beside it.

After a while the infant eyes began to wander in search of a mother; a whimper was set up, and this developed into a loud and thrilling cry, having in it the unabridged history of an abandoned child, while the child-nurse could only look on with an equal sense of helplessness. At this a door burst open, and the servant bounded into the room like a lion into the arena.

"Why don't you talk to the baby?" she screamed. "Talk and amuse him, I say, if you don't want your ears boxed till your head is knocked off your shoulders." The child had an inward struggle of trying to think of something to soothe her weeping charge and to open her lips with it; but there she stood motionless like one hypnotized, and it is doubtful whether she would have uttered a syllable had the domestic literally executed her threat.

Fortunately, at this crisis, another villager lifted the latch, unconsciously coming to a rescue. In a moment she had the baby transferred to her knee and the little girl encircled with an arm; thus she put them into pleasant communication, Baby finding Etta's ears, eyes, nose and mouth, and Etta counting Baby's fingers to the music of a nursery rhyme. A whistled canary song proved a pæan of rejoicing, and the woman with a soul above threats left the two children supplied moderately with animal crackers and candy, bounteously with good nature and good will.

I have known a sensitive pupil to have a well-committed lesson totally struck out of mind for the time—locked up and the combination forgotten—through being unexpectedly called to recite to an unsympathetic teacher who did not hold the key to her intellect and her affections. To as much purpose should we quarrel with the strawberry for not yielding up its richest flavor until touched with sugar as find fault with and attempt to reconstruct natures such as this.

If we look back over the few years which have passed since the children with whom we are dealing came upon life's stage, how short the period it marks in our longer lives! The wonder is that they have learned so much, rather than that so much is yet unlearned. Unlike our duties whose every detail is familiar through endless repetition, all a child's tasks are comparatively unaccustomed tasks. The young mind may be considered as a piece of fine mechanism still in course of construction; it does not operate with all the celerity and accuracy that may be expected of it in the future.—*Lavinia S. Goodwin, Boston.*

A Mother's Suggestions.

—A letter which appeared in a recent number of your magazine revives in me an oft-felt desire to teli you of my knowledge of the effects of circumcision. By way of preface, I would state that we are of the Jewish race, though not of their faith, and had our sons circumcised as a surgical operation and not as a religious rite. In considering individual cases, this circumstance is probably of vital importance, since similar instances have been brought to my notice, and it at once suggested itself to me that since our ancestors have for several thousands of years unfailingly performed this rite upon their infant sons, we, perhaps, cannot always with impunity omit it, for reasons well known to all evolutionists.

When our first son was born the attending physician, on being consulted, said the child would not necessarily have to be circumcised. The child developed normally, but often had protracted crying spells, which were always relieved by a hot bath. This state of things continued until the child was four and a half months old, when I noticed on one occasion he did not pass water for several hours. The

day before I had read the article in BABYHOOD (June, 1891) on phimosis, which suggested to me a possible cause of his crying. I thereupon conferred with my physician, who said he found nothing wrong with the child, but, at my instance, circumcised him. The operation was a terrible ordeal for the little sufferer, and the healing of the wound was very tedious, taking ten days. It left him very pale and thin, but he immediately began to improve and thrive, so that at six months he was an unusually hearty, healthy specimen of babyhood.

When the second boy was born, the doctor said the foreskin was too long and contracted, and would have to be removed. Dreading a repetition of the first experience, we decided to have it done when the child was ten days old, and by a doctor who also performs the religious rite for Jewish children. This doctor has from two to six cases daily, and is naturally very deft and experienced. The child cried the first two days when the dressing was changed, but did not lose in weight, and after the third day he felt no discomfort whatever when the wound was cleansed, and in five to six days was quite well.

From my experience and the evidence of various friends, I naturally conclude that, in the instance of Jewish extraction or parentage, circumcision generally, sooner or later, becomes necessary, and it also seems best to have it done at the second week of the child's life, before the power of sensation becomes thoroughly localized or developed and before the urine becomes stronger.—*A Subscriber, London, England.*

The Monthly Nurse.

—In an article recently published in this magazine an expression was used regarding the implicit confidence which should be placed by the inexperienced mother in the monthly nurse. While wishing to say nothing calculated to shake this idea of confidence, excellent up to a certain point, I would like to make an appeal to the mother to exercise her personal supervision, as far as circumstances permit. The woman is your servant. The baby is your baby. Much depends upon these first few weeks. Your nurse is probably a conscientious woman; but even the conscientious woman may be over-fatigued, or pre-occupied, or, as in the case of one employed by the writer, she may really lack the physical strength necessary for her hard duties. She may feel that her night's rest is imperative, and it is easier to advise that the baby shall be nursed as often as it wakes than to suffer one or two hours of wakefulness herself. It is easier to show the pretty little creature to visitors than to run the risk of giving offense by enforcing the strict rule of quiet which should exist. It is easier to give a little sugar in a rag to the crying infant than to hush its cries by any rational method; but it is not easy for the mother to tend the baby through an attack of canker of the mouth and throat induced by the fermenting sweet.

It is of great importance that the young mother should be well advised of most matters pertaining to the care of the new-born child. Let her be intelligent and watchful, not leaving everything unquestioningly to the nurse, however competent she may be. There are several points which may be presented, the importance of which the writer has tested by experience.

First.—Although the nurse in this case had served in her vocation many years, both babies suffered from a bad protrusion of the navel. Insist that this be carefully guarded against. See for yourself that the band is sufficiently snug during the first six weeks. If the protrusion occurs, the strip of adhesive plaster over the wad of absorbent cotton is by far the best remedy. The writer's little girl was cured in three months by this remedy; while the boy, who wore a truss, is at two years old not yet normal.

Second.—Look closely, every time your baby is brought to you, at its eyes. Many nurses are not sufficiently careful to guard the new-born infant from light. If you should see the beginning of inflammation about the lids, or the least atom of discharge from the eye, it will be safer to speak at once to your physician, than to let it be neglected for a day. While it may mean nothing, it might, if left

without attention, be the beginning of serious disorder.

Third.—If the mother care to insist upon it, habits of cleanliness may be formed at a surprisingly early age, especially with girl babies. The diaper may be dispensed with at three months, or even younger. The education of the writer's little girl in this respect began at the age of ten days, and her response to the effort to teach her was remarkable.—*Caroline W. Paradise, Milford, Conn.*

Music Books.

—I have often wished that every mother who is at all musical could know what a comfort and help Elliott's book of Mother Goose Melodies has been to me in the care of my children. The music is both good and easily learned. Nothing has ever been such a panacea for childish troubles as this combination of fascinating rhyme and pretty music. It is better even than Pond's Extract for a bump, and many a rainy morning has been rendered endurable by a performance of the "whole book through," first without accompaniment, and then with a change of scene to the parlor, with the piano added. The great charm to the mother is that she can sew and sing at the same time. The baby sits beside her in his little chair and turns the leaves, examining each picture while she sings the corresponding song. He soon learns to join his little voice to hers.

When he develops further, there is nothing like the "Reinecke Songs," fifty songs by Carl Reinecke, published in London, for sale by G. Schirmer, 35 Union Square, New York (and by others, I presume, all over the country). The music is exquisite, and the words are good translations of the dearest little German poems. Nothing could have a more refining influence than those charming songs. Our children love them so that they have worn out several copies.

If other readers of the NURSERY GUIDE have had similar experiences with other books I wish that we might hear from them, and so spread the good work of music among the little ones. In my experience nothing is so soothing to a sick or nervous child, and nothing serves so well to divert when tears are imminent.—*E. S. R., Short Hills, N. J.*

Outings for City Children.

—A writer in the NURSERY GUIDE some time ago gave an excellent article on "not using the streets as playgrounds," and said that every one had or should have a large yard where the children could play. Such may be the case in country towns, but certainly in none of the large Eastern cities can a good yard be obtained by any but the very rich; and in New York and Boston, multitudes of well-to-do families live in flats, where the yard is non-existent.

What are the children to do for wholesome play under such circumstances? In summer, all parents who can possibly afford to do so take their children out of town, and in very bleak winter weather a brisk walk in the street is the only exercise possible. But during the eight or nine months that an average family must spend in town there is much time when out-door life is healthful and delightful, and children should spend from two to four hours a day in the open air.

Fortunately, in all our large cities there are parks and squares that can be easily reached where free, happy play can be enjoyed, with surroundings of grass and trees. Babies and very tiny children are often taken to such squares by their nurses, and do get a fair amount of airing. But it is far too common, when they grow a little older, for the mother either to let them play in the street near home, or, if more careful, to confine them to the house, unless it suits her to take them with her in shopping or visiting. So few women are really willing to give themselves up to motherhood while the children need them. Society, charity, beautiful housekeeping, fine sewing, fancy work or culture, fill up their time. To spend two or three hours sitting with a book, on a bright afternoon while the little ones play in a city square under her watchful care, to walk with them over the hills of the large park or in the country, would be looked upon by too many mothers as a pure waste of time. But how the little ones

enjoy it; what precious memories, and what a store of health and strength, to mother and child such outings lay up.

On fine spring or autumn afternoons, I invite several of my child's schoolmates and we go in the street cars to park or country. We explore new ways, gather flowers and learn something about them, go up hills and through woods; carry a drinking cup and a few buns or crackers, and come home at nightfall happy, hungry, rosy and dirty. One little girl, whom I took on such a party, said, "My mamma never has time to take me out, because she looks after so many charities and takes care of so many other people." Another said, "My mamma is always busy sewing."

Of course, mothers must sew, and must attend to their households, and pay certain visits. But if they will eschew fancy work, and dress themselves and their children plainly, the sewing and housekeeping can all be attended to while the children are at school in the morning. Shopping and visits can be managed on damp, cold days when it is not well to be out long, and reading can be done at odd minutes. Charities or public work of any kind should be given up for a while. The evenings can be devoted to the father and to such going into society as he wishes, meals being plainly cooked and simply served, and all the fuss and friction of life diminished as much as possible. Then we will have healthy, cheerful mothers, ready to live with their children and to give them their fair share of the beautiful out-door world. — *T. B. C., Philadelphia.*

WHEN?

BY NELLIE LA RUE BROWN.

WHEN do I love you most, dear wife?
At dawn,
Or noon or eve? In waking hours or dreams?
Oh, ask me not; such question foolish seems:
Love has no special season. On the lawn
At sunset as we stroll? Or when are drawn
Chairs just for two around the hearth where gleams
The winter's fire? Or when the sun's first beams
Wake us at morn? Is it when you are gone?
Not then, although I miss soft kisses rained
Upon my cheek; your tender, clinging arm
Around my neck, and range in silent quest
Of you, with ears to utmost tension strained
To catch your faintest footfall, house and farm:
It is whene'er our babe lies on your breast.

NURSERY PROBLEMS.

Discharges from the Ear.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My little girl, who is now nine weeks old, has been troubled more or less since her birth with what seems to be a gathering in her head. She discharges some matter from her ears, mostly from one, which, while not very much in quantity, is very offensive. I think that the cause was a cold in the head, which she contracted when but a week old. Our doctor does not think it a matter of much moment; he thinks that she will outgrow it, and suggests that the ears be kept clean with a dry cloth, not using water or anything of a liquid form, except a little sweet oil dropped in the ears. The child seems to be in perfect health otherwise, sleeps right through the night, and is restless only at times and then, by constantly moving her head from one side to the other, indicates that she is suffering. Will this not become chronic and develop into something seri-

ous if it is not relieved now, and what would you advise under the circumstances? W. H.
Brooklyn.

We cannot decide this point. Some such discharges do become chronic or lead to loss of hearing; many do not. There is nothing for us to base a judgment on in the facts before us. It is fair to presume that your physician has his reasons for thinking it of small consequence. We take it that the phrase "will outgrow it" is yours, not his, for anything which will require a process of growth to overcome is already chronic. He may mean that simple cleanliness, constantly enforced, is the treatment required, as is often the case. All we can say in the premises is, if you are not entirely satisfied with his opinion, ask him to direct you to a skillful aurist for his.

Susceptibility to Contagion.

To the Editor of THE MOTHER'S NURSERY GUINE:

(1) I have often heard it said that children under one year of age are less liable to catch contagious diseases like measles, scarlet fever, etc., than older ones. Is this true? and is it equally true of infants at the breast and of those that are bottle-fed?

(2) What is the period of incubation in the case of measles? When my little boy of two was taken sick with measles, I immediately sent his brother, who is two years older, to Long Island, on the advice of my physician. There has been no communication between this boy and any one at the house where the sick child is since that time; yet yesterday, on the 14th day since the separation, the child was taken down with the same disease. He was brought back to New York by advice of the family physician. Is it likely, in your opinion, that he took the contagion with him to Long Island, and that so long a period elapsed before the disease developed? S.
New York City.

(1) It is true that children under six months enjoy a relative (not absolute) immunity from the contagion of scarlatina and measles. This immunity is less during the second half of the first year. To judge by statistics, the second year gives the greatest number of cases of measles, while scarlatina is not so common in the second year as after that time. We do not know that any observations have been made as to the relative susceptibility of sucklings and bottle-fed infants.

(2) It varies; but the average from exposure to the appearance of the eruption is thirteen or fourteen days; to the prodromic stage, the snuffling, cough, etc., of course, two or three days less. It is probable that your little boy contracted the disease before starting from home, judging from the facts presented.

Care of the Nipples.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Can you tell me of any remedy for sore nipples? I have suffered agony almost every time the baby nurses, for the first month or six weeks. I have tried shields, but found none yet which are entirely satisfactory, and no medicine that will effect a cure. A. S.
Lewiston, Idaho.

The best things for sore nipples that we know, that are to be found everywhere, are these: First, the "ounce of prevention" which is certainly, in this case, worth a "pound of cure." When the child is expected, at least during the latter part of pregnancy, give great attention to the nipples; see that they are long enough, and, if not, coax them out once or twice a day. Wash them with an astringent liquid; a solution of alum in alcohol has long been a favorite hereabouts. After the birth of the child, the nipples should be constantly attended to. They should be cleansed before nursing with a saturated solution of boric acid and wiped off. Directly after the nursing, they should be cleansed in the same way and thoroughly dried. If cracks have already formed, this same cleansing solution must be used at least as persistently. Between nursings they may be protected by some bland oil. In this vicinity certain preparations, such as "Corn oil," "Parker's oil," enjoy much repute among patients and nurses, and we presume that they are useful. But we have had very good results from vaseline, pure or carbolized. Olive oil is good if very sweet, but usually it is not entirely so. Cleanliness and protection are the main things. Of course, in severe cases direct application of drugs too powerful for domestic use are called for, but persistent work on the lines we have indicated usually is successful. There are some cases in which a sort of eczema of the nipple is the cause of the cracking, where dry applications would perhaps be better than the washing

spoken of; but we do not know how to describe these cases so that you could recognize them.

The Regimen of Two Years.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My boy is twenty-six months old, weighs 26½ pounds, and is 29 inches tall. He eats a saucerful of oatmeal with butter, a half and sometimes a whole biscuit, and often a little meat, for breakfast. About 10 o'clock he takes a slice of light bread and butter or biscuit and butter; at 12.30 eats a baked potato or rice, sometimes both, a half of a biscuit and little meat; about 4, takes another slice of bread; at 6.30, about a slice of bread or biscuit. He drinks a large-size pint cup of rich milk a day. His bowels move twice a day; he takes a two-hour nap daily; is exceedingly bright and active; rarely sits down; is asleep by 8 in the evening; has a slight cold once in a while. I think him a healthy child, but his aunt calls him a delicate child, and says he does not eat enough to keep him alive. Please tell me what you think from the above statement? Some days he eats more, but rarely less. Eggs sicken him.

(1) Do you think his active life would cause him to be thin?

(2) Do you approve of the feeding between meals?

(3) Are two actions hurtful?

(4) Is he not tall for his age?

(5) Do you think it would be wise to give him Highland Evaporated Cream while we are in Chicago attending the Fair instead of the poor milk we are apt to get? E. A. C.

Lexington, Mo.

(1) It may be one cause.

(2) You probably mean by "between meals" the meals at 10 A. M. and 4 P. M. These are not between meals if regularly given, but supplementary meals, and a child of his age generally has one such meal and sometimes two. Breakfast, luncheon about 11, dinner and supper are the usual meals, but as the usual supper hour is about 5 or 5.30, a drink of milk is often given on putting the child to bed, so your schedule of hours is not much different from what is common. The kind of food, however, is not such as children of twenty-six months usually take. He has much less milk than the average young child and more meat; he has more bread than the average two-year baby will take, besides potatoes, rice and oatmeal, not to count the biscuit. If "biscuit" means what the English calls biscuit (and Americans often call cracker), it is admissible. If it means one of the many varieties of extemporaneous bread, usually served hot, they are quite unfit for any child.

(3) No.

(4) No; rather short. The average for boys of two years is set at about 31½ inches. For one year 28½ inches. The last child we happened to measure was a girl of a little less than a year, and her height was 28½ inches.

(5) We think it wholesome. But is it necessary to expose a baby to the dangers of a great city in hot weather, as you must if you take him to the Fair?

Imperfect Sterilization; Sulphur for Disinfection.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Would you advise the use of milk-sugar after the age of one year?

(2) If not, how much granulated sugar ought to be put in half a pint of milk, or of milk-cream-and-water? (For a one-year-old child.)

(3) If part of the milk-sugar settles while sterilizing and bakes into a solid little cake, is it because there is too much sugar put in?

(4) Where can I get sugar of milk at 30 cents a pound? In this vicinity it costs 50 cents a pound at wholesale.

(5) My sterilizing is done at about 9 A.M., Baby's breakfast being prepared the morning before. We do not have ice, and several times during one summer my baby's breakfast soured over night, *why* I could not discover, as my "Arnold Sterilizer," with its graduated bottles, was over a hot fire just an hour, steaming actively. Do you think it could be due entirely to carelessness in the plugging with cotton which I could not always attend to myself? When I occasionally tried a larger, wide-mouthed bottle, the milk soured before night.

(6) If Professor Soxhlet's bottles wear as well as they sound in Mrs. Adler's interesting recent article, I would like to ask where they may be found in this country, the bottles alone I mean, for their rubber valve discs *sound* very reliable.

(7) I would like to ask if the majority of BABYHOOD mothers succeed in restricting their babies to 8 or 10 ounces at a meal? My ten-months-old baby, weighing 21 pounds, has had only four meals in twenty-four hours, since about four months of age, and for two months past has taken from 16 to 20 ounces at every meal, screaming uncontrollably when I try to stop her at any amount under 15 ounces. She never appears to suffer from over-eating in any way. I have had a similar experience with three other children, their weight at one year being 24, 35 and 21 pounds.

(8) We have had one mild case of scarlet fever in our family, and our doctor has depended for disinfectants entirely upon fresh air, sunshine, and an open fire. The patient has been isolated in a bare-floored room for four weeks and will be longer, the other children being in perfect

health to-day. As to fumigation by sulphur, the doctor says that the "Sulphur Congress" within a year decided that the fumes of sulphur have no effect on disease-germs. If this is so, why does not the NURSERY GUIDE proclaim it to its suffocating victims? Is it because, as our doctor says, "It is better for some people to keep their faith in sulphur, as they cannot be induced to open the windows unless there is a very strong odor to dispose of"?

Gildersleeve, Conn. B. H. G.

(1) It is unnecessary.

(2) If undiluted milk is used, no additional sugar is needed; and as at the age of one year milk can be taken nearly pure by an average well child, we think that the cream mixture is no longer necessary, and that for the milk and water very little sugar, if any, is called for. Its use is rather as a bribe than as a necessary ingredient.

(3) Milk-sugar is not as readily dissolved as ordinary cane sugar. But if dissolved before the sterilizing begins, it ought not to settle, as might happen if the hard grains had only been mixed with the milk. It may be, too, that the sugar of milk was not pure.

(4) We are not sure of the exact price, but at the wholesale drug shops in this city it can be had as cheaply as anywhere. Of course, the price per pound for 5 pounds would not be the same as when a barrel is bought, and market quotations may mislead the retail buyer.

(5) Assuming that everything was sweet and as it should have been when the sterilizing began, we can think of no other cause of spoiling except inefficient sealing. The cotton plugs may have been too loosely packed and not really stoppers; or they may have become wet, when their efficiency ceases.

(6) We do not think that in practice the Soxhlet bottles are really preferable. They may be had, we believe, of Eimer & Amend, wholesale druggists, 207 Third avenue, New York, and probably at other places.

(7) We cannot tell the experience of the majority of our readers, but the editor, judging from his own experience and observation, thinks 12 ounces a very large meal for a child of the age and weight of yours. At that age 40 ounces is the average day's ration, generally divided into five portions. Your child is taking from 64 to 80 ounces. It is possible that a child may digest this amount. Usually 64 ounces is a tax upon the digestion of a yearling infant, and the almost uniform result of such doses is a distended stomach and protuberant abdomen, even if there are no distinct evidences of indigestion.

(8) We are well aware that sulphur fumigations if poorly carried out, and perhaps as usually done, are useless. But while the debate as to the value of sulphur fumes has gone on, we have not been convinced that, if properly used, they were useless. They must be used with moisture, hence we usually make steam at the same time with the vapor; and they must be made to penetrate all the parts of the apartment to be disinfected. It is easy to admit that more powerful disinfectants exist, but their use is generally not practicable. It may be also admitted that one living in a country village can do more with air and sunshine than a city dweller, because the former gets more of these natural purifiers, and because he endangers fewer persons by this method of disinfection than would the latter. In this particular disease, moreover, the fact that many escape contagion under all circumstances is helpful to the success of whatever plan of disinfection be adopted.

Early Tooth-Decay.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Our baby boy, although not yet nine months old has eight teeth (the incisors). As he has the number that a child of one year is expected to have, would you advise me to feed him according to the rule given for a child of twelve months?

(2) What may have been the cause of existing discoloration of his teeth, and what will remove it? Is it in any way a sign of decay?

INQUIRER.

(1) No. We should keep him on baby diet until the hot weather is past.

(2) The probable cause is some form of decay, as you mention no peculiar food nor any drug having been given him.

Pasteurization.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have nursed my baby until now. She is five months old, and inclined to constipation. I used sterilized milk for my first baby. Now that

the pasteurized milk is thought superior I will try it, using my "Arnold Sterilizer" in the manner described by Dr. Yale (July, 1892): "Put the rack of bottles,....uncorked,....steam,....then cork," etc.

(1) Must corks be used, or will cotton answer, and if corks, what kind? Baby is fed every four hours.

(2) How many ounces of diluted milk for one feeding?

(3) How increase the quantity?

(4) What proportion of milk to begin, and how much sugar of milk to an ounce?

(5) As gradually I add more bottles a day until the child is entirely weaned, say when it is fourteen months old, will undiluted milk be sufficient, or must strained barley or oatmeal be added?

(6) When I begin with the milk ought lime water to be added, and how much?

(7) Would pasteurized milk be safer during the summer for my little girl, whose third summer it will be? or at her age is the unsterilized milk as safe as for an adult? I do not know the quantity of milk, etc., for an average child, for my first, having scarlet fever and measles before she was two, was fed as a sick child directed by my physician. E. V. D.

Brooklyn, N. Y.

(1) "Cork" was used in its wider meaning of stopper. Rubber or cotton is, if clean, better than real cork, which would be objectionable.

(2) The average dose for a five-months' child would be about 5 ounces; increase to 6 ounces at six months, and 8 ounces by nine or ten months.

(3) The increase is made gradually; say, once a week add a few teaspoonfuls. Some children require more, some less, but the above figures will do for averages.

(4) If you are weaning at five months you would better follow the formula for "cream food" (see Vol. VI, p. 177) so often given. If weaning an older child in hot weather, we still think it a good preparation if you have a good quality of milk and cream. Good white sugar will do. If milk-sugar be used, use a slightly heaped dessertspoonful to a half pint of the food; of white sugar, rather less. If the cream is not of the very best as to freshness, as may easily happen in town in hot weather, we should prefer "top milk" and water, equal parts (or gruel in place of water), properly sweetened, with a tablespoonful of lime water to each half pint, added after sterilizing or pasteurizing. If you are not sure of your milk, try some food, known to be sterile and not requiring the addition of milk, such as condensed milk, Lacto-Preparata or Nestlé's food.

(5) If he has good digestion he may, at fourteen months, use undiluted milk. If he cannot take it undiluted, we think the barley water or oatmeal gruel an advantage as a diluent.

(6) When a child is fit to take undiluted milk, lime water is generally needless unless the milk curdles too rapidly. Let it be swallowed slowly, or sipped.

(7) It is not probable that she can resist the harms arising from poor milk as an adult can, and pasteurizing would be better.

The average of milk for a two-years' child would vary according to the amount of other things given. Probably 1 quart would be a fair average. If she lived solely upon milk and gruel she would probably want more.

Summer Sanitariums.

To the Editor of THE MOTHER'S NURSERY GUIDE:

We have a baby with a tendency to rachitis, and our family physician advises us to take her at once into the sea air for the summer. She is about eleven months old, and being a "bottle baby" the question of food is a very important one. I don't think a summer resort, hotel or boarding house a very good place for a delicate baby. I want to take her to a good sanitarium, where she will have proper medical attention in case of sickness. Will you please tell me of one or more sanitariums on the coast? I saw a notice (in your magazine I believe) of a place on Long Island for *mothers* with sick babies. I want to take my wife and child where I can stay with them, and don't want to go to a hospital.

I would like also to have your opinion as to whether sea air and salt baths are better for cases of rachitis than mountain air.

Charleston, W. Va. K.

The sanitarium alluded to is probably "Crystal Brook," under care of Dr. Jerome Walker, whose address is No. 8 Seventh avenue, Brooklyn, N. Y. We do not certainly know whether fathers as well as mothers are admitted to the home. At Atlantic City there are many kinds of houses of entertainment—hotels, boarding houses, sanitariums, etc., but we have no personal knowledge of any of them.

Ordinarily we prefer a high altitude for rickets, especially if a dry soil can be had

with it. We presume that your physician elected the seaside as a change from your present residence.

Evils of Early Mixed Feeding.

To the Editor of THE MOTHER'S NURSERY GUIDE:

If of sufficient general interest, please answer in the earliest GUIDE possible the following "Nursery Problems."

(1) Should a child from three to five months old be fed any at the table when there is a sufficiency of mother's milk? If so, what should he be given? My babe, now five months old, seems to delight in eating, and, as I think I have enough milk for her, I hesitate in giving her solid foods, though I am advised to feed her by ladies who feed and also nurse their babies with no apparently bad results. My baby is troubled with constipation and I am told that feeding her will overcome it.

(2) Even if in good health, is it right and proper to "chew" food for babies?

(3) Is there any simple remedy or timely advice you can give me to lessen the dangers of teething in hot weather?

(4) Cannot a mother that suckles her babe hasten or retard its teething by selecting her diet; *i. e.*, if early development of teeth is wanted, partake of bone-making foods, and *vice versa?*

Hubbard City, Texas. B.

(1) A child should have nothing whatever from the adult table before a year and a half at the earliest, preferably not until two years. Solid food should not be allowed until after a year, and then it should be bread, gruels, porridge, and possibly an egg; but these should be prepared for it and given it by itself, not at the adult's table. To let a child come to the table is only to teach it to beg for things it should not have. Let it be fed before your meals, so that it shall not be tantalized at seeing you eat when it is hungry. Treat any person who gives your baby "tastes" of things as your "dearest foe." To give solid food to a child on the breast is too incongruous to be seriously considered. Constipation is undesirable, but a small matter compared with what usually results from such mixed feeding.

(2) If you mean the chewing of food by an adult and then putting it into the baby's mouth, it certainly is not right. It is simply disgusting.

(3) The dangers of teething are almost entirely due to bad feeding. If you keep your child on the breast alone, if the supply is sufficient, or if insufficient supplement it with a good sterile food (such as is alluded to in another question in this issue), and give him an occasional drink of good sweet water, which has been previously boiled, you are not very likely to have any trouble.

(4) Good health and good milk supply in the mother help to develop the child well and rapidly, teeth included. But so far as we know or believe, there is no diet of the mother which will help the teeth of the child in particular. The only way of retarding the teeth that we know of is to give the baby poor nourishment, and this retards its development in every other way.

Condensed Reply.

Mrs. G., Omaha, Neb.—You had better let the child continue on the bottle until proper weaning time—say, ten to twelve months—and put the labor it would cost to teach her to eat from a spoon into keeping bottles and nipples clean.

CURRENT TOPICS.

Headache as a Symptom of Over-Study.

HEADACHES in the young are of greater significance than in adults, and should receive the utmost care in investigating their nature and origin. All cases of nervous headache in school children cannot be traced to mental strain. If the brain be normal, and the general health good, no danger will result from carrying out the educational code; but in weakly and sensitive children the foundation of serious illness may be laid by enforcing a degree of intellectual exertion which a healthy child could bear with impunity.

Headache is one of the first symptoms that arises. As soon as it declares itself the whole aspect of the child is altered, and he is engrossed with his own sufferings. Melancholia takes the place of cheerfulness. He is kept at work, because his ailment is not noticed by his teachers or by his parents. With this state of things, the child soon becomes anæmic, loses his appetite, and the headache, which at first was occasional, becomes habitual. Dr. Treichler states that one-third of the pupils at Darmstadt, Paris, and Nuremberg suffer from it. He considers the cause to be over-intellectual exertion entailing work at night, and taking up a variety of subjects.

The anæmia produced in these cases sets up disturbance in the ganglion cells of the cortex of the cerebrum, the quality and quantity of the blood become changed, and the brain loses energy and activity. The mind is consequently enfeebled, and the mental faculties are clouded. When this is once brought about, children become emotional and excitable; hence the cerebral vessels become too suddenly filled with blood to bear it with impunity, and this dilatation of the vessels (local hyperæmia), through vasomotor disturbance, is another common cause of this form of headache; the vessels of the brain are partially paralyzed, and the ganglion cells too exhausted to grasp new ideas, as Dr. Treichler observes.

Of 7,478 boys and girls examined by Prof. Bystroff, in the St. Petersburg schools, during five years, ending in the spring of 1886, he found headache in 868, or in 11.6 per cent. The percentage increased with the ages of the children and with the number of hours occupied in study; thus, it occurred in only 5 per cent. in children eight years of age, while from fourteen to eighteen it attacked from 28 to 40 per cent. The author attributes these obstinate headaches in school children to excessive mental labor.

Similar experience is recorded by Dr. Hertel. He found headaches increase as the oldest classes were reached. In the lower mixed classes it was 5 per cent. In the two highest classes it rose to 38 per cent. This class is the most exposed to headache and bleeding at the nose—proofs, as he justly states, that mental work favors congestion of the brain, and I would add, constipation and the troubles resulting from a sluggishness of the bodily functions. I am frequently meeting with boys and girls in whom headaches, nose bleeding and muscular twitchings have followed studious application to books. The same holds good with respect to the frequency of nervousness and anæmia.

I am sure that defective ventilation of schoolrooms is a most fertile cause of headache. If the air of these rooms, or any inhabited apartment is impure, in consequence of too many persons being crowded together, so that the products of respiration or uncleanliness from any cause contaminate the atmosphere they breathe, it is injurious to the health, and the nervous system is sure to suffer. . . . It seems to me, headache is as often the result of a polluted atmosphere as of the lessons imposed upon the pupils.—*From Address by Dr. W. H. Day, at International Medical Congress, Washington.*

Relative Healthfulness of Children According to Age of Parents.

SOME statistics gathered by a German investigator may relieve the anxiety felt by many that the human race is destined to die out from the increasing reluctance of men

and women to marry, or at least to postpone that event until a later period in life than was formerly the custom. For ten years this investigator made it a practice, whenever the death of a child was registered, to inquire the age of the parents at the time the child was born and to note whether the cause of death was hereditary or due to some disease contracted after birth. In this way about 30,000 cases were recorded, and the conclusions drawn, which seem to be sustained by the facts, are of a highly interesting character. The figures prove, at least for the neighborhood in which the investigation was made, that children born of mothers under twenty years of age are much more subject to disease and die in double the proportion from consumption, and treble the proportion from atrophy, of children born of mothers over the age of twenty. Where the father was under twenty-five years, the result as to the health of the child seems to have been about the same as where the mother was under twenty. The most healthful children, it was found, were born to parents where the father was between thirty and forty years of age, and the mother between thirty and thirty-five years. With the facts before him, the German investigator constructed the following table showing the percentage of deaths from hereditary causes among children born to parents of different age combinations:

Age of Fathers.	Ages of Mothers.	Percent. of Deaths Among Children.
20 to 40	30 to 35	12.02
20 to 30	30 to 35	12.30
Over 50	Over 35	12.68
30 to 40	20 to 30	12.81
30 to 40	Over 35	13.24
40 to 50	20 to 30	13.89
20 to 30	Over 35	15.36
40 to 50	30 to 35	15.40
Over 50	30 to 35	17.54
40 to 50	20 to 30	18.51
20 to 30	Over 35	18.89
Over 50	20 to 30	21.21
20 to 30	Under 20	21.71
30 to 40	Under 20	27.88

The three conclusions the investigator drew from these figures were: First, that men should not marry before they are twenty-five years of age if they wish to have healthful children; second, women between the ages of thirty and thirty-five—and this applies with still greater emphasis to women under thirty years of age—ought not to contract marriages with men who have passed the age of fifty; third, that it is not wise for women over thirty-five years of age to marry men under thirty years. The whole force of these statistics and conclusions are against early marriages. It is to be regretted that no similar investigation has been made elsewhere, so that a comparison can be made and the fact shown whether difference in climate and habits of life overcome or increase this bad effect of early marriage.—*Tablet.*

Danger.

WITH the present enlargement of woman's activities is much that is admirable and full of the inspirations of hope for the future; but there are also some elements of peril. There is danger that ambition will contest with love the right to supremacy; danger that admiration will be coveted rather than affection; danger that, driven by the pressure of less ennobling motives into work that is noble, woman will assume burdens greater than her powers. If she does, she is always liable to fall into one or the other of two disasters. Exhausted by overwork, and unrefreshed by any reservoir of strength, such as the quiet of old-time homes afforded, she perhaps saps her vitality, falls a prey to nervous exhaustion, becomes a semi-invalid, dreads both the pains and the cares of maternity, and contrives to avoid motherhood, if she does not eschew marriage. Or, endeavoring to avoid this peril, she possibly falls into still greater disaster—depends on opiates for rest and on stimulants for strength. If we may trust testimony apparently trustworthy, the use both of narcotics and stimulants among women has increased, especially in our great cities, to an alarming degree. Fashionable drug-stores furnish in the soda-water fountain a convenient bar, whereat jaded Nature seeks to borrow at a ruinous rate of interest strength from tomorrow to meet the demands of ambition for

to-day; and the counter of the same shop serves, sometimes with, sometimes without, a prescription, the means for gratifying the dangerous opium appetite. It is possible that public rumor exaggerates the extent of these dangers; it is certain that she does not wholly invent them. . . . .

We need a return to simpler ways of living; need to reflect upon the homely but wise saw, "It's no use killin' yourself to keep yourself"; need to ponder Christ's suggestive words, "The cares of this world and the deceitfulness of riches." Not only are the restful ways of love at home better than the fascinations of admiration in society, but, even in the best and most consecrated of lives, a careful adjustment of accepted duties to the endowments of strength is necessary to the most enduring and effective life. Nor is it enough that woman should not undertake, except under that hard necessity which leaves no choice, more work than she can accomplish without exhaustion. A first function of the home is to furnish a reservoir of rest and strength to the husband and father. The man's shoulder belongs under the burden; and if the woman, emulating his achievements, takes so much of life's burden upon herself that her wearied husband, son, brother, comes home, not to be rested, soothed and cheered by her presence, but to take on a new burden in his sympathy with the over-wrought and wearied wife and mother, it is certain that she has lost sight of her most sacred service in her ambition to render one of inferior utility. Too often, alas! she cannot proffer even this excuse for her nerveless and jaded condition.—*Christian Union.*

Manual Training in the Schools.

A NEW theory of education is pushing to the front. It has long been held that the end of school-training is purely intellectual. Now it is claimed that in addition to the study of books there should be instruction and practice in the mechanical arts. In many cities a manual training department has been introduced, and in others the idea is being agitated.

Various benefits would doubtless arise from the introduction of this new theory of education. In the first place, it would tend to make our school work more practical. This is a utilitarian age. The usual question is, what will help me get on in life? We do not pursue knowledge for knowledge's sake, but that we may be fitted to gain the highest success. Therefore we are substituting modern languages for ancient ones, and science for philosophy. This new movement is in harmony with the general tendency of the times. It answers our present social needs, and measures up to Emerson's rule that "the great object of education should be commensurate with the object of life." Moreover, it connects the pupil's school work with his life beyond it in a way that he can appreciate more forcibly, and thus more thoroughly engages his interest. Many of our boys are in haste to get out of school and into business. They are impatient to make money, for money is the modern God. They do not see that what they are studying in the schools will directly assist them, so they cut their education short. If they were learning practical arts as well as books, many of them would be interested to extend their training. Doubtless, also, not a few would discover aptitudes and cultivate tastes in the handling of tools which would suggest to them their work for life. The idea of labor would also be dignified. Now, the average young person shuns the trades. He wants to get a clerkship or an office desk, which he thinks is more genteel employment. This is folly. The mechanical arts are not to be despised, and many of them are very remunerative. The age needs skilled laborers. It is far better to be a first-class mechanic than a third-rate physician or lawyer. If our boys should learn the principles and should practice the work of the various trades, many of them would become interested, and would no longer shun these employments. Furthermore, this drill affords excellent recreation. It is an interlude in the regular work. It is mentally refreshing and physically invigorating. The frequent change of position and the muscular exertion would strengthen the nervous system and tone up the health. Even as a source of

mental training it would not be valueless. There are problems to be solved in wood and stone, and the solution of them gives, not only the skillful hand, but the cultured brain. Thought goes out, not only in words, but also in acts. In handling tools, the faculties of observation, judgment, comparison and calculation are constantly exercised and developed.

Without extending particulars, it is a sufficient indication of the new theory that where it has been tried, teachers are enthusiastic in its praise. We would not advocate a material lessening of present courses of study, but if trimmed down in some particulars, so that an hour could be gained for manual training, we believe the practical results would be thoroughly beneficial.—*Epworth Herald.*

Aids to Quiet Temper.

IT is said that the habitual serenity of Japanese women is due to their freedom from small worries. *The fashion of their dress never varies*, so they are saved much anxiety of mind on that subject. Housekeeping is simplified by the absence of draperies and a crowd of ornaments to gather dust, and the custom of leaving foot-wear at the entrance keeps out much mud and dirt. With all our boasted civilization, we may well learn from the Orientals how to prevent the little foxes of petty anxieties from spoiling the vines of our domestic comfort. If American housekeepers could eliminate from their lives some of the unnecessary care of things, it would probably smooth their brows and tone down the sharpened expression of their features.—*Chicago Standard.*

Unselfishness.

ONE of the earliest lessons in training children to be unselfish is to teach them to rejoice in the happiness of others. It is a natural impulse when some rare pleasure is offered to one child in the family for those who cannot share the enjoyment to be a trifle envious. If the sister is singled out to take a delightful journey, the brother grumbles because he is not included in the invitation. If a favorite uncle makes Jack a present of a bicycle, Mary pouts because no gift is bestowed upon her. All such cases afford an opportunity for parents to develop in their children that highest form of unselfishness which finds its joy in the happiness of others. Few adults, however, possess this grace in its fullness. They are far readier to weep with those who weep than to rejoice with those who rejoice. But nothing wins friends more easily than the habit of entering heartily into the plans of others and expressing pleasure at their success or good fortune. "Your letter this morning," writes one who has always cultivated this gift of loving kindness, "brought a great happiness into my day because of the pleasure in store for you which it chronicled." Were this spirit more prevalent, how much sunshine would be added to our lives!—*Congregationalist.*

The Danger From Matches.

WE wonder how our ancestors managed to get along at all before the invention of matches; they are so indispensably handy that we keep them in every room of the house, the "men folks" carry them in their pockets, leave them hanging in their "other clothes" in a dozen closets in all portions of the house; we have a handful resting within reach while we sleep; they are dropped here and there as we attempt to handle them; if it is light, and we readily see them, they are picked up, otherwise they are left till a more convenient season—which generally does not come, simply because they are forgotten, being "only a match"—we can get plenty more for a cent, and time is too valuable to be wasted over so insignificant a trifle.

The moral is obvious; familiarity has bred contempt, and in the use of these dangerous little conveniences we have become extremely careless. It is time to turn over a new leaf. Keep matches in but a few places in the house or the office. Let those few be fireproof receptacles, in which the matches could burn to ashes without endangering anything. Remember that combustion cannot go on without a supply of air, and for that reason, as well as to prevent accidental scattering, the match-boxes should always be kept covered.—*Good Housekeeping.*

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WHEN AND WHY THE BABY SHOULD HAVE A DRINK OF WATER.

BY CHARLES G. KERLEY, M.D.

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DOES the thought of giving the baby, whether sick or well, a drink of water ever occur to the mother of a nursing or bottle-fed infant? This question can be answered with but few exceptions in the negative. Does it occur to the physician to suggest the same for his little patient? Comparatively seldom. The idea that an infant should not have plain water to drink is so thoroughly grounded in the minds of many people that they rebel when it is suggested to them. In an experience with several hundred mothers of young babies, both in institutions and in private life, I have met but very few to whom the idea had ever suggested itself. The opinion seems to prevail among the better class that a babe less than one year of age should get nothing but milk or some one or more of the liquid foods. A great many of my dispensary patients are given everything drinkable but water.

Every physician who has much to do with children has often elicited the following history of his patient after a careful inquiry: The bottle-fed infant was taken sick with some slight ailment accompanied by fever; perhaps there was a slight bronchitis, or a tonsilitis, or a dyspeptic catarrh; at all events the child was feverish and thirsty; the usual amount of milk, at other times sufficient, now did not satisfy; the baby cried for the bottle after feeding, and was only appeased by an extra allowance of milk. This indulgence was continued for a day or two, and was followed by diarrhœa and vomiting, directly produced by the repeated overloading of the stomach, the severity of the attack varying according to the condition of the child, the season of the year, the nature of the food given and the surroundings. The crying for the bottle was interpreted by the mother as a call for more food, and as the crying was stopped when it was given, the process was repeated. The babe did not require more food; it was thirsty and would have been just as well satisfied with a tablespoonful or two of water, and the unpleasant if not dangerous results of overfeeding would have been obviated.

So thoroughly have I become convinced of the great benefit derived from giving water to sick babies that I now order it in nearly every case with fever, and it is astonishing to see how the restlessness and many of the symptoms we are apt to attribute to pain and fever disappear when it is given freely. By freely I mean from ½ to 2 ounces immediately after or between the feedings. If given immediately after the feeding a smaller quantity will, of course, be required. Time and again I have seen infants with measles, scarlet fever or pneumonia, after a period of great restlessness, fall into a quiet sleep when a couple of ounces of cool water had been given.

In summer diarrhœa, the so-called cholera infantum, with the large watery evacuations, the loss of fluids from the body is enormous. In such cases the little patients take the water ravenously. I have given babies eight to twelve months old, with severe diarrhœa,

from 4 to 6 ounces of water every two hours, alternating with the sick diet which was also a fluid. Sometimes after taking such a large amount the child will vomit, especially if it is handled a great deal. The patient should, therefore, be kept absolutely quiet; but if vomiting occurs it can do no harm; in fact, it may be beneficial, as it serves to wash out the stomach, possibly removing curds and offending material, and so taking the place of a stomach washing. After a few minutes of rest a couple of tablespoonfuls may be given, and will almost always be retained.

In some forms of illness it is necessary to diminish the amount of food given. In these the loss in bulk should always be substituted with water. During the hot months of July and August the breast-fed infant is apt to be nursed too frequently or too long at a time, consequently overnursed—more milk is taken than is required. If a few teaspoonfuls of water are given after it has nursed the proper time, the babe will be just as well satisfied. Or if too frequent nursing is the trouble, a small amount given between the regular nursing hours will enable the child to go the usual time without inconvenience. If this is done the babe will not be overfed; and, further, the water, if given immediately after the nursing, will assist in the digestion of the milk by causing the curd to form in smaller masses, and it is, consequently, much more easily acted upon by the stomach juices, thereby helping to keep the stomach in a healthy condition, the chances for serious trouble being thus largely lessened. If a drink or two is given at night during the excessively hot weather, it will help to break up the pernicious habit of frequent night nursing, produce sleep and comfort for the child and much-needed rest for the mother.

The water to be given should be boiled, put in a cool place and kept carefully covered. It should never be given very cold. It will usually be well taken from an ordinary nursing bottle at a temperature of 50 to 70 degrees Fahr. Some babies will not take the water at all, at first, if it is cool; in such cases, of course, it can be warmed. It will readily be seen that the advisability of giving the baby water to drink when indicated as above is unquestionable. Harm it cannot do.

A TROUBLESOME HABIT.

BY JOSEPH B. BISSELL, M.D., NEW YORK CITY.

INABILITY to control the bladder is a not uncommon trouble of childhood. It is most frequent in children between the ages of four and nine, but is often present up to the age of puberty. The older the child the more sensitive it is about such a matter, and children at school who are troubled with this incontinence are so ashamed and brood so deeply over it as to be in danger of some mental trouble. Sometimes their feelings are so worked upon that they will refuse to go to school or associate with their playmates because of it. On the other hand, the knowledge of their sensitiveness to ridicule, if used in a judicious manner by the proper guardians, may be one of the best means of treatment, and, where the incontinence is due solely to a mental condition, may produce a cure. This is only in case the child is of age and understanding to appreciate the condition and the reasons for such treatment.

Most of these cases of incontinence have a cause which can be determined by careful

examination, questioning and close observation. In order to cure a child this cause must first be found and treated. If incontinence has existed a long time, the trouble may not cease immediately, even after the cause has been found and removed, and considerable patience must be exercised for a longer or shorter time.

There are cases where time alone seems to be the only cure, so that it may comfort many a mother's mind to know that after the most careful scrutiny has failed to find out why her little girl or boy has this trouble, and the most persistent care has failed to relieve it, it will suddenly stop. The age of puberty seems to be a dividing line beyond which incontinence usually does not go. A great many causes of this irritability of the bladder could be found out and relief afforded by the mother or nurse if she had some definite idea of what to look for.

In order to understand the relations of the urine and bladder to this trouble a short description of the bladder may be given as follows: The human bladder is a globular-shaped organ, resembling a bag, consisting of muscle and other fibers, with the opening of the bag downward, where it joins the outlet pipe called the urethra. This muscle by contracting diminishes the capacity of the bladder, thus forcing the urine out. At the neck of the bladder, where it empties into the urethra, is another muscle surrounding the neck and forming part of it. This muscle when acting has the opposite effect. It keeps the bladder by its contraction closed, allowing no urine to escape. The nerves controlling these two muscles play a very important part in the act of urination. Irritation of the nerve which presides over the big muscle may cause it to keep up more or less continuous contraction of the bladder, thus leaving it with little or no capacity, so that as fast as the urine enters the bladder from the kidney, there being no room in the bladder for it, it must at once escape into the water pipe and out. On the other hand, a paralysis of the nerve governing the muscle of the neck will allow this muscle to relax, and, the mouth of the bladder being left open, water dribbles away more or less constantly. If this muscular paralysis is partial only, the result can easily be appreciated. The muscle holds till the pressure becomes more than it can withstand and then it gives way and urine escapes, the intervals between the flows depending on the strength of the muscle and the amount of water accumulated.

Sometimes a change in the composition of the urine itself will render it so irritating that the bladder resents its presence and expels it almost or quite without warning. This irritating condition of the urine, owing to some dietetic or other cause, may be more or less constant, thus keeping up a continual incontinence. There is, perhaps, more in what is called "habit" than doctors like to admit. It is easy to conceive that a bladder which has been accustomed to expelling its contents involuntarily for months or even years because of irritating urine may continue to do so for some time after the real fault has been corrected.

Seat-worms or pin-worms may be cause enough for the most troublesome incontinence in a young child; they are easily removed by frequent injections of salt water. These worms may be found in the vagina after removal of all trace of them from the rectum, and there also may act as a cause of incontinence. Any inflammation of the anus or surrounding parts may be a cause, and medical advice should be sought at once. Inflammation of the bladder itself, or of the water-pipe, or disease or growths or foreign bodies in the bladder or urethra, must be thought of by the mother, if the child complains of pain or difficulty in urination, has blood in the urine, or urinates too frequently. If there is any doubt about this, it is better to take the patient to a competent surgeon and have the doubt settled.

Another common cause is any deformity of the privates. Some of these deformities begin to act as causes only as the child nears puberty.

Aside from these local causes are those due to some constitutional or general condition. So grave a disease as epilepsy has for one of its earliest symptoms an intractable incontinence. This is, however, quite rare. Chil-

dren said to be subject to scrofula or tuberculosis are supposed to be liable to bladder irritability. I cannot, from my experience, say that this is so. Rickets has the same general reputation, which again seems to me unwarranted. Children who breathe with the mouth are more or less subject to this trouble, and, for this, skilful treatment of the condition of the throat and nose is the best preventive.

Where there is some disease of the blood or the kidneys, and more urine is secreted than the bladder can hold for the proper length of time, of course there will be frequency of urination and of desire to urinate which may be more than the child can resist, and a more or less involuntary loss of water consequently results.

Where there is some disease of the nerves controlling the bladder there may be incontinence. An instance of this is in Pott's disease, an inflammation and destruction of the bones of the spinal column. The disease of bones may cause pressure upon these bladder nerves and thus obstruct their action, or irritate and thus increase their action, either having the same result, disturbance of proper activity of the bladder muscles.

Then there is a group of children with this trouble who have flabby, poorly nourished and inactive muscles, the bladder muscles being as poor as the rest. If these little ones are at school, the little blood that they have, poor as it is, is driven to nourish the brain in order to increase the mental activity that they may outstrip their rivals. The poor blood is rendered poorer and the weak and badly nourished muscles weaker. Less nourishment is afforded them in order that the brain may be pushed ahead. In such children the escape of urine may occur while sitting at their desk, at recitation, or in the excitement of the play hours. This is a great mortification—the more so because their course of life has made them hypersensitive—depressing their minds, and increasing the trouble.

Treatment of such cases requires great judgment. There is no use in expecting permanent relief without an entire change in their habits. Turn their minds from books and marks and prizes, build up their blood and stimulate the muscle, letting the brain rest, is the general rule which must be followed.

Girls from eight to twelve are the most intractable cases, and with them books and lessons must be prohibited absolutely, while out-door exercise judiciously begun takes their place. Details of this plan should be left to the family doctor. Stimulation to the skin and muscles by means of sea-bathing, alcohol, sponge baths, friction of the skin with a coarse towel or a brush, massage, change of climate and scene, may be necessary in many cases. Alternately hot and cold douches daily to the spinal column will be of great service, especially in "neurotic" children. It may be advisable to employ certain drugs which have a direct effect upon the bladder muscles, such as belladonna, strychnine and ergot. If so, these are, of course, only to be taken by advice and under the care of a physician.

It may be necessary, before a cure can be brought about, to examine the bladder, and possibly to treat it and the urethra. This is to be done by a skilled physician and only with the utmost care. Tumors, growths of any kind, or foreign bodies, must be removed by operation, and deformities corrected in the same way. And it must always be remembered that many of these cases, after the most careful examination has failed to find the origin of the trouble, will get well under simple care of the body and rest of the brain, together with a change of climate or scene and the help of time.

NURSERY SUPERSTITIONS.

BY HALSEY L. WOOD, M.D., NEW YORK CITY.

WE are all said to be more or less in the grip of superstition. Every now and then we seem to escape and range freely, but sooner or later our pet superstition finds us out and then we are in bonds. We may not be conscious of them; indeed, the nature of their insidious influence rather depends upon the fact that we are not; but we can see our neighbor's easily enough, wondering the while at his strange credulity, and he laughs as he recognizes ours, all unmindful of his own. But the superstitions of which I write are neither yours nor mine, but those that hover about the cradle and attend the first steps of childhood. *We* all see the fallacy that lies in them, but we have neighbors and acquaintances who, alas! "having eyes, see not; ears have they, but they hear not," and it is for their benefit that these lines are written.

The mystery of the nativity is repeated with every birth, and it is not strange that there should come down to us certain of the crude fancies and ill-digested speculations of a former age. The wisdom of the ancients is at the foundation of many of those extant to-day, for their origin is very obscure and they have existed from a "time whereof the memory of man runneth not to the contrary."

The Second Summer.

The first nursery superstition that we will consider is the influence of "the second summer." That the second summer is especially fatal to infant life is one of the axioms of the nursery. To question it is to question the law of gravitation or any other thoroughly established, well-digested or finally settled thing. If you state in a mixed company, in commenting upon the infant mortality of cities, that 50 per cent. of all infants there born die before reaching the age of five, you are met by the satisfied response, "Ah, yes, that terrible second summer." But statistics show that, in point of fatality, the *first* summer has many more victims than the second, and that with each additional day of the child's life he becomes more vigorous. And there is every reason why this should be the case. The perils that attend the transition that takes place at birth are many, and for some time there is an uncertainty as to life that lessens only as the days slip into weeks and months. The fault cannot lie with the *summer*, as what may be the second for this child is the fourth or the fortieth for other folks.

Then if it is not the second summer, what is it? Too many children die in their second summer, undoubtedly, but the trouble lies not with the second summer nor with the children, but is due to a combination of heat and improper food. Either alone is sufficiently serious, but the two combined are pretty surely fatal. It is in the second summer, in most instances, that a change is made in the food of breast-fed infants and artificial nourishment is adopted, and upon the wisdom with which this change is effected the result to the infant largely depends. It is beyond dispute that the mortality in the second summer is almost entirely from digestive and hence preventable diseases; it is therefore clear that, when the matter is carried to its last analysis, it is *the parents* and not the children nor the summer that must be held responsible for the fatality that does exist. It

is too much to hope that this statement will lay the ghost of "the second summer" that has stalked abroad for so long as the destroyer of our children, but occasional resistance to the advance of superstition is called for by an ordinary degree of self-respect.

"Earache is of no Consequence."

A second prevalent superstition is that an earache is a matter of slight importance in childhood and that it is dangerous to stop a running ear.

There are few superstitions of the nursery that have in them such possibilities of harm as this. Led by its influence mothers have neglected for months and even for years to attend to a persistent aural discharge that in its early stages was amenable to treatment, to find that, while they delayed, irreparable damage had been done. A certain element of truth is apt to be present in every widely held opinion. It is often small and out of all proportion, as in this instance, to the error that is present, but somewhere in the structure of the delusion it can usually be found. It is undoubtedly true that many earaches turn out to be trifling matters and that a long-continued running from the ear has finally ceased without interference or apparent injury; but on the other hand it is equally true that in a certain proportion of cases neglect has caused permanent deafness and fatal brain disease. We quote from Dr. Buck's article on "Earaches" in a former number of BABYHOOD:

"All so-called earaches are not trivial matters. In almost every instance, in children at least, they signify the existence of inflammation in the drum cavity, the most important part of the ear. In a very large proportion of the cases the inflammation will subside spontaneously and upon its subsidence the earache will disappear. In a minority of the cases, however, the inflammation will not subside until after it has ruptured the drum-membrane, and has perhaps done other damage. It may even, if not mitigated in its severity, lay the foundations of an ultimately fatal disease. No amount of skill and experience will enable the physician to determine at the onset which earaches are to be harmless ones and which the forerunners of more or less serious disease of the ear. In the light of these facts, will any seriously minded person feel disposed to consider an 'earache' as a trivial matter? Is it not far better to act upon the principle that each case should receive its full share of attention, and so to remove it if possible from the category of the serious exceptions?"

"Have Measles and Done with It."

"All children must have measles, or *ought* to have." Mothers are very apt to think that this is a mild and rather unimportant disease, and children are often exposed to contagion under this impression. Indeed, there is a feeling that they must sooner or later contract it, and that for some reason the present is "a good time" for them to have it. Acting on this belief, we have known mothers to deliberately expose their children to the disease in order that they may have it and be done with it. But measles is attended with a considerable degree of fatality, and in the reports of boards of health approaches and at times equals that of scarlatina, the dangers of which no mother questions. The complications of measles are often very serious, and sometimes result in damaged sight and permanently enfeebled lungs.

No child *ought* to have any preventable disease. It has a right to every care that can hedge it in from exposure, and failure to properly protect it implies a certain measure of neglect.

Amber Beads.

That croup, quinsy, epilepsy, nosebleed, can be prevented by wearing amber beads, black silk cord, neck-bands, etc., is a superstition by no means confined to the nursery, and seems to have come down to us from very ancient times. In some one of its forms the idea that diseases may be prevented by the wearing of charms or amulets is very widely held, and its tokens might be found upon the persons of a surprisingly large proportion of our acquaintance. From the "rheumatic ring" to the potato in the pocket, and from either to the neck-band of black silk cord, the step is a slight one, and involves the mysterious influence of the unknown and unknowable in the healing of diseases.

It is gratifying to some people to feel that healing is not dependent upon books, but is sometimes determined by laws that are occult and uncanny. "It is all very strange," they will assert, "and, of course, there is nothing

in it, but ever since Carrie has worn the beads she has not had a single attack of croup, and she used to have one every week before" (the latter part of the sentence very triumphantly spoken). Amber beads are thought to possess electrical qualities, and in some obscure way are believed to heal by the exercise of this power.

The diseases in which amulets are used and which chiefly give rise to superstitious regard, are uncertain and erratic in course and subject to sudden and mysterious changes. The credit given to the amulet would be assigned to any other article or remedy that might have been in use at the time the change occurred. Of course, all these articles are entirely worthless, and can have no influence upon the course of any disease.

Various Other Mysteries.

"Long hair causes weak children." It is clear that length of hair can bear no real relation to vigor of physique, since it occurs in the strong as well as the weak. Vigorous constitutions do not always accompany scanty locks, nor are the feeble and puny always hairy. Even were this fancy correct there would be no advantage in cutting the hair, as the growth would continue. The idea has probably originated from the fact that long hair frequently accompanies feeble constitutional types.

"There is but one other prejudice," says Dr. A. Jacobi, "that is quite as ridiculous as this one—namely, the notion that a seven-months' child will live, but that an eight-months' child must die. Do you know in what way this belief was explained by a great professor at Padua, who made himself the mouthpiece of all the wise women in the world? Simply thus, and I hope you will remember it: In the seventh month of the development of the child, Luna (the moon) holds sway. She aids the vitality by her humidity—as for that matter the moon is quite dry, and it is the nights that are damp—and by the light derived from the sun. In the eighth month Saturn governs. He devoured his children and still carries on the business. The ninth month sees the sway of Jupiter, the dispenser of life, and this is well for the children."

That a child whose nails are cut before it is a year old will become a thief, will, perhaps, be read by some with a smile of incredulity. The superstition against cutting a child's nails during the first year is a very ancient one, and there are many who bow to it. It will be readily believed that the omission of all processes in nail trimming for a year would result in Baby's developing a formidable set of talons. It being necessary, then, to do something, credulous ones have usually compromised by *biting* off the redundant tips. This is apt to cause hang-nails and other disfigurements. Cutting is much better, and anxious mothers can rest assured that by so doing the future of their offspring will be in no degree imperiled.

Milk will never disagree with a baby who is allowed to "taste" everything mother eats. This superstition is variously stated in different quarters, but the burden of it is the same, in that Baby's stomach has to bear it in all cases. The crudest notions founded on the most immature inexperience are allowed to dictate a diet impossible to a young ostrich. Here is a man who, deciding out of his ignorance, that "all tastes save that for milk must be acquired," began to feed his six-months' boy a taste of everything he ate himself. It made no difference to him that the glands necessary to digest this varied diet had not yet been created in this boy's system, and he did not trouble himself to inquire upon the subject.

"It is dangerous to 'drive in' an eruption." This statement requires considerable qualification, the central idea in all probability being derived from experience with the acute eruptive diseases of childhood. In measles and scarlatina it is desirable that the eruption shall be fully developed, and that no recession of it occur. This condition is accompanied by greater comfort to the patient and moderation in the course of the attack. But in the general and usual application of the phrase it is a genuine and dangerous superstition, since it advises a neglect of serious and important conditions.

All forms of *skin* disease should be healed as soon as possible. You cannot "drive in" such an eruption by healing it, and the cases in which an eruption has faded at the onset of an acute illness do not belie this statement. Two diseases cannot go on in the system simultaneously with the original activity of each. Modifications will occur. Where a skin disease is present and an acute illness supervenes, the eruption quite generally fades. This does not indicate that the skin disease has been "driven in" upon some internal organ, but that the illness has caused the disappearance of the skin disease.

"Gritting the teeth and itching at the nose are certain signs of worms." There is a very prevalent belief in the community that the presence of worms in the intestines is the cause of very frequent disease in early life, but as the means of understanding the ailments of childhood have increased, the idea has been gradually abandoned by the profession. There is still no doubt that they are an occasional cause of irritation and even serious derangement. On the other hand, it is also true that in the large proportion of instances the symptoms thought to be due to worms proceed from some irritation, very often of indigestible food, in the digestive tract. In these cases worm medicines do no good, as they only serve to increase the irritation. All the symptoms popularly supposed to indicate the certain presence of worms may be caused by disturbance of digestion, and it is wise to defer the administration of all worm mixtures until worms have been found in the stools.

That the middle child of a family of children enjoys especial vigor is a fancy that has been commented upon in these columns in connection with a statement attributed to Mr. George Bancroft, who gave as one reason for his longevity that he "was the middle child of his father's family, equally distant from the youngest and oldest." Granting maturity in both parents, it is difficult to believe that the middle child would have any physical advantage over the elder children, or, if health and vigor were maintained, over those that followed. In large families the later children, born after some decay in parental vigor has set in, do often manifest a lack of stamina not noticeable in those earlier born. Children born of immature parents are apt to be wanting in vigor, but in the absence of qualification the advantage possessed by the middle child is more fanciful than real.

That Baby, to be successful in life, must go upstairs before he goes down, is one of the few nursery superstitions that exert no pernicious influence. It is fortunate that we can so easily forecast the future and so simply ensure fame for the little one. It is also fortunate that we cannot then know how far the prophecy is to be verified.

If it is true, and we have every reason to believe that it is not, that cats suck the breath of sleeping infants, it must be very bad for the cats. The air expired in respiration contains too much carbonic acid gas to be healthful, even for nine-lived puss. No; the cat seeks the cradle because it is soft, and snuggles up to Baby because he is warm. Banish her by all means from such a nest, as her weight may sometimes rest upon Baby's chest and thus embarrass respiration.

A NEGLECTED FACTOR IN EDUCATION.

BY LOUIS HEILPRIN.

V.

IT is naturally as much the aim of the educational processes to prepare the individual for the ordinary requirements of the medium in which he is to live, to fit him to meet certain prevailing standards, as to equip him with a rich, disciplined and productive mind; and it is, therefore, to a certain degree, an inevitable consequence that the

educational mechanism must be weak in its formative action.

A large proportion of the school-work of children must of necessity be devoted to subjects unremunerative in the sense that they contribute little directly to the development of the mental capacities of the child. But when we ask ourselves what it is that determines the proportion of work actually allotted to unremunerative subjects, as compared with remunerative subjects, it is not easy to see on what solid and rational grounds this distribution rests. Is it prescribed by the opinions expressed by the leading writers on education of our own time? Does it express the consensus of the great body of teachers? Is it determined by the enlightened thought of the community?

It is apparent that this distribution does not in reality reflect the well-pondered judgment of our age, as delivered either by philosophers, teachers or the voice of the community, but that it is in a considerable measure in the nature of a legacy, something which has come down to us and remains imposed upon us by the conservative force of habit. How much precious time is wasted in the dreary task of studying the orthography of words whose meaning will have been forgotten long before any opportunity can present itself of employing them? But why should my children be spared the formidable columns of words in their books which their parents learned without any harm to themselves? All children do it. So the old method has another lease of life. Why be compelled at such an early age to commit to memory the productions and manufactures of the individual states of the Union, the names of the tributaries of the Amazon and so many unimportant capes and islands scattered over the face of the globe, concerning which the most educated grown people are not ashamed to admit their ignorance? But can we imagine geography taught otherwise than we learned it? Not to know Guardafui, or San Roque, or Tapajos, or Tocantins, names so dear to our childhood! It is hard to say what authority decrees that young children shall make themselves familiar with the art of determining the least common multiple or the greatest common divisor of fractions, or that they must be compelled to struggle with the arbitrary rules governing operations in partial payments, promissory notes, bank discount and the like. What prescribes the age at which children shall take up the study of grammar, a study to which so much of their time is still frequently devoted long before they are ripe for it? What dictates that amount of drudgery in the way of systematically studying French or German to which many children are subjected at an age where experience has taught that little else is likely to be reaped from this form of exercise than aversion?

It is an oft-stated truth, but one the significance of which is generally but ill-apprehended, that the standards which obtain in any one age are to a great extent the expression of opinions and sentiments which acquired sway in times gone by, and rest only in part on a foundation of freshly reasoned-out expediency and fitness. We fancy, for instance, that it is fitting that a child at the age of ten should be in fractions, at the age of twelve in proportion, at fourteen through the regulation course in arithmetic; that at the age of fourteen it is time to begin the study of algebra, and at fifteen that of geometry. We imagine that at such and such an age a child ought to have passed from the primary into the intermediate geography or to be familiar with the rules of syntax. We seldom stop to consider to what extent such requirements may be arbitrary or conventional. We individually accept the prevailing standards, and thus these standards are perpetuated. Our child ought to have learned such and such an amount of this and that thing at a certain age, because that is the stage which children are presumed to have reached at the age in question.

Few people appear to realize what an amount of rigidity custom imparts to the whole fabric of education. Can we imagine, for example, that the notion (supposing that it had not been handed down to us) could ever have been evolved in our age and in this country, with an atmosphere so little congenial

to classical study, that it is of advantage that boys and girls should devote a considerable fraction of their energies for a year and more to the task of learning to translate from English into Greek? Is it not this same rigidity bred of habit and dulling our perception of proportion, which permits a progressive age to perpetuate such notions in the teaching of geography as that it is necessary to commit to memory the names of the capitals of all the individual countries that figure on the maps of the child's text-book, while many of the most famous cities on the globe are to remain ignored for years, perhaps, because they do not happen to be capitals? Can we perceive that it were possible to introduce into our schools geographies which, while giving the capital of the Transvaal or of Honduras, deliberately omit such names as Moscow, Milan or Dresden? When President Eliot says that the study of "geography, as commonly taught, means committing to memory a mass of curiously uninteresting and unimportant facts," this does not necessarily imply such a hopeless lack of the discriminating faculty on the part of teachers and educators or of thinking people in general as to make them altogether unable to arrive at any standard which shall decide what is important and what is unimportant. The fact is that while in education the prevailing standards determine the nature and scope of the machinery to be employed, it is the machinery itself that to a great extent determines the standard.

It is, in part, as in the case of the gauge of railways. The gauge, when once adopted, determines the lateral extension of the running-gear of the cars, but it is the width given to the running-gear which renders it necessary to adhere to the gauge. That part of the apparatus of teaching which is represented in the school books actually employed is made to conform to specific requirements, but these requirements are based in part upon this very apparatus of text-books. It is not easy for any part of this machinery to be discarded. A text-book will be exposed to the danger of being found weak if it does not contain all that similar books for the same grade of students contain. The preparation of a text-book, as such, is in nearly every instance a commercial undertaking, and it is therefore not considered safe to omit. The result is a remarkable uniformity, as well as redundancy, in the printed material for instruction which is placed in the hands of the teacher. The useless matter which ought to have been eliminated is perpetuated, and there is an extraordinary lack of elasticity in the courses of study. A grammar-school arithmetic is a grammar-school arithmetic, supposed to contain all that other grammar-school arithmetics contain. A high-school geography without that "mass of curiously uninteresting and unimportant facts" would have a slim chance of being "introduced."

One series of books is thus succeeded by another modeled according to the conventional standards embodied in existing publications, themselves fashioned after the manner of their predecessors. In school work it is usually not within the province of the teachers to exercise much discretion with regard to what is essential in the material assigned to them as the subject of their teaching. Thus specific courses of instruction in individual branches appear to be imposed upon us by the force of inertia which represent in part merely imaginary needs.

With regard to the induction of interests and the expansion of the mental horizon, our educational edifice presents a very vulnerable feature, one fraught with incalculable mischief, in the necessity under which even the best-equipped intermediate schools labor of accommodating the material and methods of their instruction to the tests imposed upon the candidates for admission to the higher institutions of learning. At an age when the mind is most susceptible to formative influences it is subjected to a regimen extremely deficient in the quickening principle. The food is administered in the least stimulating form, and its character is to a great extent dictated by considerations independent of the question of the natural needs of the recipient. The main object in view is that the student shall mount the successive steps in a ladder reaching to a pre-

scribed height. He is never relieved of the consciousness that he is being hurried to a certain definite goal, and, his vision being constantly directed toward it, he becomes above all things interested in the difficulties of the road before him. The verses of the Æneid or the Iliad are to him but too often little more than a collection of words and phrases with an accompaniment of grammatical references. The knowledge of Latin and Greek which he is acquiring he regards rather in the light of credentials which he will be called upon to present than as an acquisition in itself. The functions of the teacher degenerate from those of an intellectual guide to those of a drill-master, whose main concern is that his pupils shall not fall short of certain qualifications arbitrarily prescribed. The most mechanical methods have frequently to be resorted to as the readiest means for attaining the desired end.

The conditions under which these preparatory institutions operate produce a uniformity in their curriculum and methods which is unfavorable to the creation of a healthy educational medium. When the activity exercised is constrained within certain grooves, corresponding to conventional needs, and the scope for originality and reform is circumscribed within artificial bounds, a kind of ossification can hardly fail to ensue. Many of these schools, were their functions of an independent nature, might accomplish incomparably better work than they do at present. As it is, the avenues to higher education often lead through a barren field where there is little to stimulate the mind. The student, as a rule, enters college with an unreceptive brain and a habit of mechanical study. A considerable proportion of the students who frequent these preparatory schools do not get beyond them, and with these the results of the studies which they have pursued are likely to be extremely meager.

The system according to which admission to the highest institutions is regulated naturally reacts perniciously upon the character of advanced private schools in general. The estimation in which an academy conducted with private resources is held depends to such an extent upon its presumed efficiency as a preparatory school that little inducement is offered for the establishment of institutions conducted upon independent lines. A great evil, therefore, resulting from the manner in which the substratum to the college is constituted, is that a large proportion of our most promising boys and girls devote their best years to courses of study ill-calculated to excite mental activity of a fruitful order.

NURSERY HELPS AND NOVELTIES.

The Baby Carriage and Its Belongings.

AMONG the recollections of my early childhood, some thirty years ago, a baby carriage figures prominently, a carriage which if displayed on some fashionable street to-day would attract more attention than the most stylish baby turnout present; the notice being given, not to its beauty, for it had none, but to its by-gone quaintness. This archaic carriage was of woven willow-work, with a large hood of the same instead of a parasol; it had two wheels, and was drawn by a long handle in front instead of being pushed from behind. Of its upholstering I remember nothing; perhaps it had none; but I know my mother considered it a valuable acquisition, and after her babies had outgrown it, she passed it on to a sister's children, who no doubt enjoyed it vastly.

The luxurious baby carriage of to-day

differs as widely from the one just described as a tally-ho from an ox-cart; in fact, if the purse is ample and the judgment of the buyer good, there is almost no limit to the comfort and beauty to be obtained in a baby coach. As a rule the buyer of a baby carriage brings but little experience to bear on the subject, as a purchase of this kind is usually made for a first child. One is not apt to go far astray, however, if a few essential points are kept in view; these few are absolutely needful for the comfort of the baby, and should be present in every carriage, whether it be plain or elaborate. These essentials are a good parasol, easy of adjustment, with secure attachments to the supporting rod; absence of paint, at least in places accessible to the baby; and last and most important, good springs and running gear, insuring ease of motion and comfort to the child. Other details go to make up the total of a perfect carriage, but the first three named are as indispensable as the foundations are to a house.

For a person of means there are coaches as beautiful as Cinderella's, the only difficulty being to make a choice among many almost equally lovely; but the mother of limited means would perhaps do best to buy a carriage without upholstery (except the parasol) and supply the cushions and carpet herself. Very neat rattan carriages without upholstery can be had as low as $5, and a clever mother could complete such a carriage with good effect and at a trifling cost. Should she think best to attempt this, the first thing to decide upon will be the color of the cushions and parasol, the two being of the same color or else in harmony. Should the parasol, which we suppose the purchaser to have bought already covered, even though the carriage itself be without upholstery, be of the glaring red or blue often seen in the cheaper grades of carriage, it may be recovered to match the cushions, the task not being as difficult as amateurs suppose, requiring little more than care and exactness in cutting and sewing. Let the worker first, before removing the old cover, note the manner in which it is fastened to the ribs and the way in which the gores are seamed together. Then let her proceed to remove the cover by taking off the metal top or head of the parasol which secures the cover and holds it in place. This metal top is generally secured by a small nail driven through it into the wooden rod, but as this fixture varies in pattern it may require a little study before it reveals the secret of its removal. Having taken off the cover, carefully rip out a gore to serve as a pattern, iron it smooth, being sure not to stretch it, and from this cut the requisite number of gores; baste and stitch them together in the peculiar "parasol seam," taking seams of the same size as the model, then fit and tack it on to the frame and replace the top. If the work is done with great care and exactness, the result will be as good as professional work and much cheaper.

In upholstering a carriage for oneself, or in buying one already finished, care should be exercised in the choice of a color. The one selected should not be too bright, nor should it be too delicate, as the sun and dust quickly ruin pale shades, to say nothing of the efforts of Master Baby himself; above all, the color should be "fast," as a child's handsome cloak or dress might easily be spoiled by the dye from fading cushions. Among the best and prettiest colors for carriages are brown, olive, golden brown, and a soft shade of dull blue; reds are to be avoided, as they almost always fade when wet.

The majority of carriages are furnished with cushions, which are fastened in permanently. More convenient than these are the removable cushions, which are simply tied in at the back and sides, and can be taken out if required. These can be brushed more easily than the permanent cushions, and can be left out if the child's growth or the heat of summer demand it.

All carriages are provided with a little seat, which, of course, must be laid aside till his majesty is old enough to sit alone quite well. In its stead the carriage should be furnished with a long, thick cushion, made to cover the bottom entirely, and well stuffed with hair. This cushion should be made of ticking and

provided with slip covers of some pretty wash material. In addition to the large cushion a little pillow will be required to be placed under the baby's head when he is lying down, or at his back when sitting up. These little pillows are now made the objects of many dainty devices, with embroidered lawn slips over pale blue and pink silk pillows, or else with equally pretty and more durable covers of fine white embroidered linen.

An adjunct of the carriage fittings, not ornamental but by no means to be dispensed with, is a square of white rubber cloth to be placed under the child when sitting in the carriage, and several squares of plain white flannel, neatly bound, to be laid over the rubber, and changed as often as necessary. Afghans in great profusion and variety are usually supplied to Master Baby by his admiring friends, so that his mother has nothing to do but see that they are used in their proper time and place. One species most desirable in cold weather is not likely to be donated, because not in very general use, and that is the down afghan, or, to speak more properly, the down quilt. This snug little affair is in all respects like a down quilt for a bed, but made of a suitable size for the carriage; it forms an excellent out-door covering for a child, being very light and warm.

Having secured a carriage pleasing to the eye and satisfactory in other respects, it becomes the duty of the owner to take proper care of it. Have a convenient place in which it can be safely housed from wind and weather, and require the nurse to leave it in this place after it has been used. The average nurse is fond of stowing it on a convenient piazza, or even of leaving it out-doors, on occasion. No carriage should be left out-doors or even on a piazza over night, no matter what the season of the year may be, since the cushions must almost invariably gather dampness from the night air, to say nothing of the risk of a passing shower.

Sewing-machine agents say that women do not oil their machines as often as they should, and this criticism might be justly made as regards baby carriages. When the carriage is used constantly, once a week is not too often to oil the wheels, but how many mothers oil their carriages even once a month?

The cushions and parasol also require their share of attention if they are to be kept fresh and tidy. Probably the best way of protecting them from soiling is by means of muslin or lace covers, which can easily be removed and laundered, giving the carriage that fresh and dainty appearance which is one of the requisites of a baby's belongings. No matter how plain and even cheap a baby's furnishings may be he is none the less lovely provided they are fresh and clean; but surround him with soiled and rumpled finery, and his charms are certainly obscured, if they do not disappear altogether.

BESSIE ROYCE SPRING.

Hambleton, Md.

A Refuge for Wandering Tots.

I HAVE a boy baby who is almost a year old. The great question has arisen, "How are we to keep him off the cold floors, especially in winter, and keep him contented?" Finally, my husband devised the following plan: He purchased a cot which turned up at both ends; then the carpenter made a light frame of slats which fitted around it and hooked at the four corners. This is removable, so the cot can always be used for other purposes. In this Baby is absolutely safe, and busy mothers will find it a great help, and inexpensive. H.

Princeton, Mo.

Safety Combination Straps.

AN ingenious mother of two-year-old twins has devised a wonderfully safe and convenient way for taking her babies to drive in an open wagon. An ordinary shawl-strap furnishes her with two leather straps of suitable length. She buckles one strap, not too tightly, around each little body just under the arms; then seating a child at each end of the wagon seat, she links them together with a third and longer strap, slipping it under the other two and buckling the ends together. Thus, it will be seen, the three straps form a chain of three links, two small ones each enclosing a child's body connected by a long one.

Then the mother seats herself between the children, either on the connecting strap or leaning back against it, and all is secure. Both hands are free for driving, if necessary, or for umbrella or parcels, and for replacing hats and retying strings. The same contrivance is used in the broad stern seat of a boat, preventing all risk of a tumble overboard while the whole family enjoys a row or sail.

Of course, two small children of different ages can be thus secured, or a single child may be linked to a strap passing around the waist of its mother or nurse.

Newton, Mass. S.

Substitute for the Nursery Chair.

SEVERAL months ago, reading in the NURSERY GUIDE an entertaining sketch of a baby, I was filled with the desire to tell to the world my method and expound my device for training infants. The usual fault of our sunny South, procrastination, has kept me silent, but further discussion has roused my pen. My baby of fourteen months wears drawers, except at night, and acquits herself as well as most older children. Instead of propping her tiny form into a nursery chair, a cover of double unbleached muslin was invented for her small "article," tied with a draw-string around the rim, and provided with an aperture of proper size and shape for a tiny babe. Upon this flexible, yielding seat the child may be placed regularly, from the second month, and easily supported by the arm; while the constant attention of nurse or mother greatly lessens the danger which besets an infant left to its own weak muscles.

Asheville, N. C. J. J. L.

A Substitute for Rubber Bibs.

MY baby had been drooling since he was two and a half months old, so badly that he was wet through to his skin every night in spite of bibs and handkerchiefs and care. I was miles from any rubber store, so I could not get rubber sheeting, and was in despair until I thought of a dress shield. Why wouldn't that do it? I tucked one side underneath the dress neck, the other, outside, covered by a Turkish toweling bib; and now I have a fresh, sweet, *dry* baby by only changing the outside bib when he goes to sleep.

I have received so much help from the magazine that I contribute this, hoping it may prove a help to some mother annoyed as I was.

Brownsville, Me. J. M. N.

"Poison!"

To me there is no more dread word in the language than this little six-letter one—POISON. The pronunciation of it gives me an indescribably disagreeable feeling, and the sight of it makes me turn away my eyes. And yet I have never experienced anything horrible resulting from the taking of poison, by myself or friends; so I have come to attribute my aversion to an instinctive feeling. However that may be, I can but recognize the danger really existing to thousands of men, women and children from a careless use and storage of things poisonous.

In many families there are bottles allowed to accumulate without labels, and poisonous medicines are permitted to mingle on the same shelf with harmless and often-resorted-to drugs and remedies. This carelessness should not be allowed another moment by the reader of these lines, if his own household happens to justly fall within the limits of my criticism—and the chances are it does. Everything of a poisonous nature should be most carefully and plainly marked in the first place, and then kept in such a locality as to be difficult of access, to say the least.

Few families have at hand a hand-book such as should be accessible in every home—a book which gives in alphabetical order, the names of poisons and their antidotes, "boiled down" to absolute brevity. There are many books on the market which are designed to fill the needs I refer to, but few indeed which are sold at a low figure and which accomplish the object of quick

reference in the best and most popular manner.

From the leading drug store in my locality I have procured quite a complete list of the "popular poisons," if I may be permitted to so term them, which I give below, together with their antidotes, for such benefit as the reader may find from the possession of it:

Aconite Tincture.
ANTIDOTE.—Emetics; stimulants, internal and external.

Arsenic. (Arsenious Acid.)
ANTIDOTE.—Lime water in copious draughts; emetic of mustard or sulphate of zinc, flaxseed tea, infusion of slippery elm, hydrated oxide of iron, or dialysed iron.

Atropia.
ANTIDOTE.—Emetic of mustard, or of alum, or of 10 grains sulphate of copper.

Belladonna Tincture.
ANTIDOTE.—Emetic of mustard or of 10 grains sulphate of copper.

Chloral Hydrate.
ANTIDOTE.—Stomach pump, or emetic of mustard, cold effusion of head or spine, artificial respiration.

Chloroform.
ANTIDOTE.—Fresh, pure air and artificial respiration. Hold the patient up by the heels.

Corrosive Sublimate.
ANTIDOTE.—Emetic of mustard, or other safe emetic, if vomiting does not already exist. Both yolk and white of egg mixed in water, administered in large quantities. Wheaten flour with milk.

Cotton Root.
ANTIDOTE.—Emetic of mustard, or other safe emetic.

Cyanide of Potassium.
ANTIDOTE.—Fresh air, artificial respiration, cold effusion, hydrated oxide of iron freshly prepared in alkaline carbonate.

Digitalis Tincture.
ANTIDOTE.—Take often strong coffee or tea without milk or sugar; lie flat; produce vomiting by a tablespoonful of mustard in warm water.

Donovan's Solution. (A solution of Arsenic and Mercury.)
ANTIDOTE.—Lime water in copious draughts; emetic of mustard or sulphate of zinc, flaxseed tea, infusion of slippery elm, hydrated oxide of iron, or dialysed iron.

Fowler's Solution. (An arsenical preparation.)
ANTIDOTE.—Lime water in copious draughts; emetic of mustard or sulphate of zinc, flaxseed tea, infusion of slippery elm, hydrated oxide of iron, or dialysed iron.

Laudanum. (Tincture of Opium.)
ANTIDOTE.—Strong emetic of mustard or other safe emetic, with stomach pump; dash cold water in the face; keep awake and in motion; strong coffee and artificial respiration.

Morphine. (Morphia.)
ANTIDOTE.—Strong emetic of mustard or other safe emetic, with stomach pump; dash cold water in the face; keep awake and in motion; strong coffee and artificial respiration.

Nux Vomica Tincture.
ANTIDOTE.—Emetic of sulphate of zinc or mustard; relieve spasms with chloroform or ether.

Oil of Pennyroyal.
ANTIDOTE.—Emetic of mustard, or other safe emetic.

Oil of Savin.
ANTIDOTE.—Emetic of mustard, or other safe emetic.

Opium, McMunn's Elixir of.
ANTIDOTE.—Strong emetic of mustard or other safe emetic, with stomach pump; dash cold water in the face; keep awake and in motion; strong coffee and artificial respiration.

Paris Green. (An arsenical preparation.)
ANTIDOTE.—Lime water in copious draughts; emetic of mustard or sulphate of zinc, flaxseed tea, infusion of slippery elm, hydrated oxide of iron, or dialysed iron.

Phosphorus.
ANTIDOTE.—Emetic of mustard or other safe emetic, *crude* spirits turpentine; sulphate of copper should be given in dilute solution 3 grains every five minutes until vomiting is induced.

Strychnia.
ANTIDOTE.—Emetic of mustard or other safe emetic; relieve spasms with chloroform, ether or opium; 10-grain doses chloral hydrate every fifteen minutes.

Tartar Emetic.
ANTIDOTE.—Tannic acid, catechu, vegetable astringents.

Veratrum Viride Tincture.
ANTIDOTE.—Emetic of mustard, or other safe emetic.

I advise the reader to cut this out, or get an extra copy, and keep it with his medicines where he can put his hand on it "in the dark" quite as readily as he does on the undesired poison.

Somerville, Mass. CLIFTON S. WADY.

THE MOTHERS' PARLIAMENT.

Only a Litter.

—We all know how difficult it is to keep a house in order when there are two or three little ones in it. They employ their busy fingers with what often seems a desire to upset things, and in reality is but the natural outlet for the surprising energy with which even the wee ones are gifted. The desire that all good housekeepers have to see everything "spick and span" often renders it impossible for them to be patient with the children whose restless hands and feet must keep busy; for the constant cry "you mustn't do this!" or "I shall punish you, if you do that!" makes both mother and child cross and uncomfortable.

"How *do* you keep your little ones so quiet?" asked Mrs. Brown of Mrs. Smith upon whom she had called. "I never hear them cry, though I come here so often." "They cry very often," said Mrs. Smith, "but I am frequently told that they are exceptionally good, so I must believe it."

"I wish you'd give me the key to your success, for I'm sure I devote time enough to mine; but they tease me almost to death with their restlessness."

"I'm sure I know of no secret in the matter," Mrs. Smith replied. "If I were asked a recipe for keeping them good, I should say, employ them constantly and let them be busy at something they like to do."

"What are your little ones doing now?" asked Mrs. Brown. Our hostess flushed as she answered quickly: "Something you will think very dreadful, but it seems the best for all of us. They're in the dining-room. Come and we'll take a peep at them."

Through the hall we tiptoed. Mrs. Smith opened the door noiselessly, and Mrs. Brown *was* taken aback for an instant. The dining-table was divided into three sections by two brooms laid across it.

Three little girls, aged seven, nine and eleven, were very busy, each claiming one section. These were arranged to represent schoolrooms, and were filled with paper benches, to accommodate paper dolls of various sizes—kindergartners, third and fifth grades. The dolls were cut from common wrapping-paper; the benches from a heavier quality. The floor was covered with a mass of clippings and bits of refuse, but the children were so interested that they did not even hear us as we stole away.

"I never saw anything like it," said Mrs. Brown. "How long will they play that way?" "From breakfast time till 5 o'clock, when they have to clear up the rubbish in time for dinner. We lunch in the kitchen when I do my own work, as I am obliged to at present. I knew you'd think it terrible when you saw the way I keep them still, but it's only a litter; there's nothing dirty about it and they are so happy."

Mrs. Brown, who was a model housekeeper, but an uncomfortable mother, had learned a lesson, and I hope all our mothers will also try to look kindly upon a "litter" when it means comfort for the busy bees, our children.—*Erato.*

The Old Bad Habits.

—It seems to me that one of the crying evils in this great babyland of ours is the inveterate "piecing" between meals. Rich and poor, refined and vulgar, sensible and foolish mothers have the habit of saying, at the slightest sign of discontent or worry on the part of the child:

"Mary, do get Helen some cake," or "Carrie, run into the storeroom and get some sugar or crackers." A mother takes her little ones "down town." They begin when nearing the confectioner's or bakery: "Now, mamma, you'll get us something to eat—oh, do," and the next thing on the programme is a good-sized paper bag surrounded by eager faces and outstretched hands, and the munching goes on till tea-time. Then papa wonders why the trio have such a poor appetite for brown bread and milk, and mamma says she knows they cannot be well, for after such a charming walk in the fresh air healthy children would come home with a keen appetite.

I called the other day on two sisters, both married women and mothers. Before going up to the nursery there was a little talk and calling to their mothers on the part of the children. At once came the order: "Run to Eliza and get some cakes."

A short time after one lady excused herself, to prepare a luncheon for the journey at hand for her sister. "I thought she was only going to C——?" I asked (an hour's ride). "She is, but the children you know will need something to eat on the way," was the reply.

Poor little stomachs! Poor little children! No rest for the former, and only heaviness and fretfulness for the latter, yet the mothers do not seem to connect the cause and effect.

One mother who was away from home said to me that "at home she was more particular about her children's eating, and they had the most regular habits and were 'real good,' but here they acted dreadfully." We all know that children visiting are excited more or less and thrown off their balance by the unusual happenings, but in this case I am sure that the teasing and fretfulness was due in part to overloaded stomachs.

These little ones are so dependent upon our judgment and wisdom! So much in regard to health and morals rests with us! How can we expect our child to be quiet and content with its whole system out of order? We scold or punish in such cases, when, if we were just, we should direct the chastisement upon our own guilty selves. Do not let us, then, entail upon our children dyspepsia or some other stomach trouble, just for the sake of momentary ease and comfort to ourselves. I grant that it is a temptation, but does the end "pay?" There are exceptionally delicate children who have no appetite for breakfast, and who need an egg, or oatmeal, or bread and milk, later in the day, but I do not refer to exceptions, but the victimized majority.—*D. R. C.*

Difficult Questions and Truthful Answers.

—Where did it come from? This question, concerning the baby, propounded to every mother so persistently and with childish vehemence, is very hard to answer satisfactorily, especially for the American mother who has been reared to regard the truth of the matter as something that must be kept from the child at all hazards. To invent all sorts of improbable stories, in order to allay the curiosity of the questioner, is considered perfectly correct, even by parents who think themselves models of veracity.

Wee little tots have been seen anxiously bending over a brook at imminent risk of their lives, "baby hunting," because some fortunate friend had a new baby, said to have been drawn from its lucid depths. Others make a raid on the nearest apothecary, supposed to be furnished with an unlimited supply, and expect to have their orders filled on demand; but they turn away sad and discomfited, realizing, by the queer looks of the clerk, that somehow they have blundered. Some little sensitive heart, hungry for a winsome sister or jolly brother, throbs with bitterness that the doctor, that good friend who always treats him to sugar pills, should cruelly give all the babies to the other little folks. Dainty baby fingers have bled searching among thorny rose bushes, hoping to find a capricious bud that may show signs of developing into a baby, as it is confidently believed some especially endowed rosebuds will do.

Young questioners are at times most perplexing, but surely, if one thinks carefully, she will see that the child may be taken into her confidence and told only the truth, if not

the whole truth, and a confidence be thus established between mother and child that will keep the little one from seeking information from youthful and indiscreet companions.

In foreign countries, where the truths of maternity are no secret, but when occasion requires are spoken of openly and naturally, without an air of mystery, children soon learn, from the conversation of which their quick instincts give them a tacit understanding, that the baby is a natural development whose advent has been expected and prepared for, and the mysterious baby, so often considered an interloper by some little one whose place it has usurped, is at once recognized as part and parcel of the family group and is loved accordingly. Little by little as the children grow they understand more fully, and years of mystery and needless anxiety are spared.

A little friend who at six years of age has already begun to think upon the vexed question, at last began to tease for a baby and ask taxing questions about babies' origin and condition before they came "out of the nowhere into the here." The mother, who is wise as she is loving, and has ideas, has satisfied the little fellow's curiosity and heart hunger in such a sweet, truthful and loving way, that a hint of her confidential talks with her bonny boy may be helpful to some other mother of a little inquisitive boy. Taking him on her lap, and folding him close in her arms, she told him the great secret that "a little baby grows right next to its mother's heart, and that is the reason why the mother loves it so much, and understands all its little troubles better than any one else"; and when the eager little fellow expressed a wish that one would soon grow for him, she explained to him that she at present was not strong enough, as she has been in very delicate health for a long time and that only strong, well mothers could have healthy babies. Then she took the precaution to suggest to him that what she had told him be kept a secret between them, as if he should speak of it to his little playmates, they might laugh and dispute the truth of it, as, perhaps, their mothers had not thought best to tell them about it.

Thus this mother is already her boy's confidant and friend, and will keep the boy from "talking it over" with companions who might put the matter in an objectionable form. His confidence in this dear friend, whom he finds as the years go on never makes false statements to him, will grow with his growth and strengthen with his strength, and be the greatest comfort to the woman and safeguard to the boy.

The small child is always very proud of a confidence reposed in him by his elders, and will most sacredly guard a "secret" between mamma and his little self.—*Belle Spalding, Florence, Italy.*

The Paternal Instinct and Calling.

—There is no picture more certain to touch the human heart than that of mother and babe—a truth which poets and painters of all ages have not been slow to recognize. Be she queen or peasant, the mediæval saint or the modern madonna, the mother with her little child in her arms is an eternally lovely and appealing figure. Yet, is the group quite complete without the masculine element? In the universal exaltation of the maternal instinct and calling, have we not in some degree overlooked and belittled the paternal?

The type of young mother which we all accept as genuine, displays a brooding tenderness, an infinite patience, and the most entire self-abnegation, coupled with a delicacy and skill in the handling of the infant which seems to come with maternity and not merely of experience and training. The father, on the other hand, according to the commonly received notion, combines with a natural pride in his first-born an almost ludicrous degree of awkwardness and embarrassment. He is supposed to be profoundly ignorant of the nature and wants of his offspring, and whenever it cries he beats a precipitate retreat. A little later on we hear of his audible growls at the occasional disturbance of his rest—and this while the wearied mother may be up for half the night without uttering a com-

plaint. In a word, the paternal tenderness is apparently not expected to manifest itself until the baby walks and talks, and is available as a plaything.

I am so fortunate as to know a young father—he has the advantage of being a physician, I admit—whose baby daughter has been from her first hour of existence the object of a tenderness and solicitude equal to that of the mother—of any mother. The minutest details of her dress, her bath, her nourishment, the care bestowed upon her, are not beneath his dignity to investigate. He has handled her from the very beginning quite as skilfully as any nurse, and is able to perform dextrously any little office that may be necessary in her behalf. He has never been known to protest against rising half-a-dozen times in the night to insure the comfort of the little one; and upon occasion has even insisted upon taking her into another room, in order to give the exhausted mother a needed night's rest.

The baby is now a year old, and at that age many children prefer their father, because he romps with them more boisterously and tosses them higher in his strong arms than a woman can. This baby loves her papa quite as well as her mamma; but he is never thoughtless, in their play together, of the delicate and sensitive system of his child, and can soothe her to sleep as readily as he can coax forth the rippling laughter. This husband and wife together canvass every mooted point in the physical, mental and moral training of their little one, and the topics discussed in the NURSERY GUIDE are of equal interest and importance to mother and father.

Now, I wonder if there are not many men in whom the paternal instinct is thus developed? If this is the case, as I hope it is, their devotion is as beautiful as that of the mother, and should be recognized and appreciated. If, on the other hand, the father whom I have described is the rare exception, does not this instinct need to be cultivated in the sex whom Nature has made parents equally with ourselves, and ought not a wise effort be made to enlist the personal devotion of man, side by side with that of woman, in behalf of the little life of which they are joint custodians?—*Elaine Goodale Eastman, St. Paul, Minn.*

"Mirror Writing."

—A scrap of paper with some odd hieroglyphics was shown me the other day. The writing was done by a little boy three years and ten months old, and consisted of his name, "Nelson," printed first with his left hand, from right to left, each letter reversed, this having been done by him independently; and below it, the same name printed with his right hand, at his mother's suggestion. When about to print the name a second time he showed some uncertainty whether to begin at the left-hand or the right-hand side of the paper, but when his mother said, "Begin here" (showing the left), he began to put the letters in their proper order. At E he hesitated, apparently forgetting the form of the letter, but said to himself, "I must look up here and see how it goes"; then, looking at the reversed E above, and saying, "Oh, yes! I see," he printed it at once right. Of the two words the one done with the right hand is decidedly the more regular, suggesting that the child is inclining towards right-handedness.

This little fellow's production interested me because I had just been reading in the last number of *The Pedagogical Seminary* an article by Mr. Strack, on "Mirror Writing and Left-Handedness," in which two children were described who had this peculiarity, and in both cases it was accompanied with marked mental inferiority. My little friend, on the contrary, is not stupid or backward, though, perhaps, a little below the average child of his age in size and strength.

In the article I have mentioned various theories are proposed to account for this strange sort of left-handedness; but as the observed facts are few, none of the conclusions seem very well established, except the one dictum that wider and closer observation is needed.—*S. O., Summit, N. J.*

THE TRAINING OF CHILDREN NINETY YEARS AGO.

I.

IN these days, when so much new light is thrown on the problems of education, it may be interesting, as well as profitable, to turn to the writings of an author who in her time and day devoted remarkable intellectual acumen to the question of the training of children. We refer to Elizabeth Hamilton's *Letters on Education*, which appeared in 1801, and have remained the most valuable, even if not the most popular, work of that gifted writer. Elizabeth Hamilton is best known by her *Cottagers of Glenburnie*, a description of the home life of the Scotch peasantry which elicited from Sir Walter Scott the praise that it was "a picture of striking and impressive fidelity."

The *Letters on Education* have, we believe, long been out of print, but chance threw in our way a copy in two volumes, which bears the imprint of Isaac Peirce, of Philadelphia, who issued the work in 1813. We quote as follows:

The Cultivation of the Affections.

In the career of indulgence the fondest parents must somewhere stop. There are certain boundaries which folly itself will not at all times be willing to overleap. The pain of the disappointment that must then ensue will be intolerably aggravated by all the discordant passions fostered by preceding indulgence.

A child, whose infant will has been habituated to the discipline of obedience, submits to disappointment, as to inevitable necessity, with cheerfulness. Nor will disappointment to such an one so frequently occur, a wholesome check having been early put upon the extravagance of desire. While, on the contrary, the satiety consequent upon the fruition of every wish sets the imagination to work to find out new and untried sources of pleasure. I once saw a child make itself miserable for a whole evening because it could not have the birds that flew through the garden to play with. In vain did the fond mother promise that a bird should be procured tomorrow, and that it should be all his own, and that he should have a pretty gilded cage to keep it in, which was far better than the nasty high trees on which it now perched. "No, no, that would not do; it must be caught now; he would have it now, and at no other time!"

"Well, my pretty darling, don't cry," returns mamma, "and you shall have a bird, a pretty bird, love, in a minute"; casting a significant look on her friends, as she retired to speak to the servants. She soon returned with a young chicken in her hand, which she covered so as not to be immediately seen.

"Here, darling, is a pretty, pretty bird for you; but you must not cry so. Bless me, if you cry at that rate, the old black dog will come and fetch you in a minute. There now, that's my good boy! now dry your eyes, love, and look at the pretty bird."

At these words little master snatches it from her hand, and, perceiving the deception, dashes it on the ground with tenfold fury. All was now uproar and dismay, till, the scene becoming rather too oppressive, even for the mother, a servant was called, who took the little struggling victim of passion in his arms and conveyed him to the nursery. Such are the effects of the unlimited indulgence of self-will! Yet this fond mother persuaded herself that she obeyed the dictates of pure affection! Had she, however, been accustomed to reflect upon the motives that influenced her conduct, she would have found selfishness in this instance the governing principle.

Parental affection has been described by many philosophers as a refined species of self-love. Considered merely as an *instinct*, it undoubtedly is so. But the same instinct in the brute creation only leads to the care and protection of their young, and I may add, to the education also; the care of the dams in this particular, both in the feathered and four-footed race, being well known. But

never does it lead to a false and dangerous indulgence.

Were parental affection in man, as in the brute creation, merely instinctive, instinct might be trusted to as an unerring guide. But to a man a higher behest is granted, and therefore in him instinct is feeble and uncertain. And yet by mere instinctive tenderness do parents permit themselves to be governed, in opposition to the dictates of that reason which would teach them that true affection ought to study the *real* and *permanent* happiness of the beloved object.

It is not uncommon for parents, while they forego the exercise of their own reason, to trust to the future reason of their children for counteracting the effects of their injudicious management. But does experience justify their confidence? I believe every person who has traced the rise and progress of the passions in individuals, will answer in the negative.

The frequent recurrence of any passion, even from our earliest years, begets a tendency to that passion till it is strengthened into a habit and becomes as it were interwoven with the constitution. How difficult, how next to impossible, it is then to conquer, all can witness! Reason may govern, and religion may in some measure subdue, it, so as to prevent its excess to the prejudice of society; but by nothing less than a miracle can it be totally eradicated from the breast. The more worthy the heart, the more delicate the conscience, the more bitter will be the sensations of regret and self-abhorrence which a person liable to the dominion of passion, and at the same time under the influence of principle, must frequently endure. How many are the agonizing tears shed in private by the irascible! while, perhaps, the sudden ebullition of wrath that brought them forth may have fixed a dagger in the heart of a friend doomed there to rankle forever. And yet anger, being a passion which quickly vents itself by explosion, and is then annihilated, is less generally obnoxious than peevishness or pride, which have no crisis, but which continue to operate without rest or interval.

Unequivocal Example by Parents.

The prohibitions of a parent ought to be judicious, but they ought to be decisive. When they are made so from earliest infancy, they will not often be controverted. A salutary check will thus be put upon the gratification of will, and the wish for that gratification will thus become habitually subordinate to the will of the parent. This requires only steadiness and self-command; but steadiness and self-command are seldom the virtues of young mothers and nurses; and yet, without these, there are no hopes that the education of a child will ever be conducted upon consistent principles.

The idea of obedience ought to be early and firmly associated with ideas of security and happiness. And here again the imbecility and helplessness of infancy afford us the means of effecting our salutary purpose. Entirely dependent on the wisdom and experience of others, to guard them from the dangers to which they are hourly exposed, children might be easily made to learn the advantages of obedience; and they infallibly would learn it, if obedience were properly enforced. Were all prohibitions *made absolute*, and the necessity of issuing them guarded against as much as possible, so that they should not often occur, it would go far towards rendering obedience natural and easy; for it would then appear a matter of necessity, and as such be submitted to without reluctance.

I was some years ago intimately acquainted with a respectable and happy family, where the behavior of the children excited my admiration. One morning, on entering the drawing-room, I found the little group of laughing cherubs at high play round their fond mother, who was encouraging their sportive vivacity, which was at that time noisy enough, but which on my entrance she hushed into silence by a single word. No bad humor followed; but as the spirits, which had been elevated by the preceding amusement, could not at once sink into a state of quiescence, the judicious mother did not require what she knew could not, without difficulty, be complied with; but calmly

addressing them, gave the choice of remaining in the room without making any noise, or of going to their own apartment, where they might make what noise they pleased. The eldest and youngest of the four preferred the former, while the two others went away to the nursery. Those who stayed with us amused themselves by cutting paper in a corner, without giving any interruption to our conversation. I could not refrain from expressing my admiration at their behavior, and begged to know by what art she had attained such a perfect government of her children's wills and actions. "By no art," returned this excellent parent, "but that of teaching them from the very cradle an *implicit submission.* Having never once been permitted to disobey me, they have no idea of attempting it; but you see, I always give them a choice, when it can be done with propriety; if it cannot, whatever I say they know to be a law, like that of the Medes and Persians, which altereth not."

The happy effects of this discipline were soon rendered more conspicuous, during the very long illness of this amiable mother; who, when confined to her chamber, continued to regulate her family through the medium of her eldest daughter, then a child of eleven years old.

Affectionate as obedient, this amiable girl not only attended her mother's sick bed with the most tender assiduity, but, acting as her mother's substitute towards her little brothers and sisters, directed their conduct and behavior; and was obeyed with the same unmurmuring submission as if their mother had herself been present. Was her mother so ill as to render noise particularly injurious —all was, by her care, hushed to silence. She invented plays for the little ones that would make no disturbance, and taught them to speak in whispers. It was sufficient reward for their forbearance, to be told by her that mamma sent them a kiss, and thanked them for their goodness, *and that she had been the better for it.* What a foundation was here laid for the operation of benevolence!

Habits Productive of Selfishness.

"*All children are gluttons,*" says Rousseau, who was himself a glutton, most likely from mismanagement in infancy; and children brought up on his plan of indulged self-will may be expected to remain the slaves of appetite through life. Rousseau speaks from his experience; permit me to speak from mine, in contradiction of his assertion. Of the companions of my infancy I remember but one or two who would not have disdained the idea of being fond of indulgence of the palate, which they were taught to consider as mean and degrading. The consequence of this association was, that the pocket-money, which, where another plan of early education prevails, is spent in gormandizing, and thus becomes the instrument of selfishness and sensuality, was often spent by them in charity, and thereby rendered instrumental to the cultivation of habits of benevolence. I know those who from five years of age had a liberal supply of pocket-money, and on looking back through all the intervening period, can aver that they never laid out one farthing in the purchase of fruit, cake or sweetmeat for their own eating; but who with infinite pleasure can dwell on their little acts of infant charity, when the pure heart first felt the glow of sympathy, and rejoiced in conscious beneficence!

Who will assert that these feelings do not give a higher relish to existence than the selfish pleasure of guzzling can bestow? And yet, by the pains taken to render eating the prime object of enjoyment, one should imagine that the happiness it confers was deemed paramount and supreme.

Nor is it the pleasures of the palate alone to which a human being ought to be made superior. Many are the evils arising from ill-judging tenderness, which, from an anxiety to avert all present sufferings, lays up woes innumerable as the portion of futurity.

By the great attention that is paid to their accommodation in every trifling particular, children learn to attach an idea of importance to every personal indulgence, and consider ease and freedom from pains as their birthright. They are thus enfeebled by luxury

from the very cradle, and rendered totally unable to cope with those hardships and difficulties which they may have to encounter in after-life. Should neither hardships nor difficulties be their lot, the evil will be still more serious; for the dispositions and habits of mind engendered by this attention to personal indulgence will then have nothing to counteract them, and complete selfishness must be the consequence.

Would we seriously consider and weigh the difficulty of changing associations that are early and strongly fixed in the mind, we should be less sanguine concerning the effects of that part of education on which our hopes and expectations are chiefly placed. Small is the influence which the lessons received from books have upon the passions and affections of the heart, where these have not been predisposed to the impression.

In vain, to a child brought up in the lap of luxury and indulgence, will you point out the virtues of an ancient hero, in the fond hope of inspiring esteem and emulation. Do you in reality admire the virtues you recommend to his imitation? Reflect how they were acquired. That it was in the school of simplicity and rigid discipline; that the greatest men who adorn the page of history were taught to attain an ascendency over the selfish passions by the early habits of obedience and self-denial. Had their early ideas of happiness been associated with the idea of self-indulgence, Fabricius would have bartered his honor for gold, and Cato been the enslaver of his country.

Parents who are devoted to pleasure must be contented to have their children run the same course; for if the imagination be once inflamed with an idea of the happiness resulting from these gratifications, they will inevitably become the prime objects of pursuit.

A mother who is fond of dress and company, whose aim is to attract attention, and whose ambition is to outshine her friends and neighbors in the splendor of her furniture and equipage, may, if she pleases, teach her children to repeat the catechism, and employ a spare hour on a Sunday evening to instruct them in what their godfathers and godmothers promised for them in baptism; but what can she expect as the result? What can her children think of the pomps and vanities of the world which they are taught glibly to say they will renounce? Are they not taught by her example, more powerful than precept, that these very pomps and vanities are the prime, the only, end of existence? And will this association be changed by running over the words of a catechism? No! Such lessons will be to them as tinkling brass and sounding cymbal; they may play upon the ear, but will never sink into the heart.

NURSERY PROBLEMS.

Unsettled Habits of Sleep.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) My baby had been trained from birth in right habits, and yet in two months refused to sleep more than half an hour at a time. He had no cradle which would rock (there wasn't such a thing in the house), but I was at last driven sometimes to fixing up a bed in a rocking chair; then if he seemed inclined to wake, a little rocking would send him off to sleep. Why would it not have been better to have had a cradle and when he became restless have rocked him a little?

(2) He was troubled a great deal with eczema on his face and head. Can you give some hints on how to quiet to sleep such a poor little sufferer?

(3) I have my baby now so he will go quietly to sleep at night, but this was not accomplished after two or three nights, as many say, but after persistent work for some time. He sleeps from 6 P.M. till 5 or 6 A.M., without waking. He has a nap about 10 A.M., but after sleeping about an hour he wakes, but by being held and rocked he will sometimes sleep another hour. Does he need this hour's sleep? He is seventeen months old.

(4) Another point: Does not teething affect sleep? L. O. T.

Somerville, Mass.

(1) Suppose the case to be that of an adult; you know the enormous range of causes that may prevent sleep short of a condition which would ordinarily be called illness. For instance, the mere effect of change of place, a strange room or such trifle, keeps

some persons awake. Too cold or too warm a room, too little or too much covering, cold feet especially, tea, coffee, stimulants, close air, the inhalation of tobacco-laden air (to those unaccustomed to it), an empty stomach or a too full one—any one of these things and scores of others, independent of mental worry, may make a person wakeful without his being conscious of a single uncomfortable sensation. A step further brings us to a group of causes which are not painful, only uncomfortable, such as too high or too low a pillow changing the rate of blood flow to the head or putting the neck at an angle slightly unusual, a tickling or slight itching, constipation, a little flatulent distention of the bowels and many others.

Now, to go no further, how many of these things may affect the sleep of a sensitive infant, and how few of them can the physician discover unless he has the opportunity of watching that child in its sleep or in its place of sleeping. These remarks will give you a hint of the many things that are to be looked to if a child is wakeful. To answer your specific question, we are not sure that rocking would have been best in the first place. Rocking may become a necessity by habit. If a child not accustomed to rocking seems suddenly to need it, we assume that it has some unusual discomfort, or that its brain is unusually full of blood. It would seem wiser to seek the cause and resort to the rocking only in case of failure. It is at least probable that in this particular case the wakefulness was due to skin irritation. You do not precisely say whether the eczema and the wakefulness appeared at the same time, but in any event an irritability of the skin often exists before eczema is actually recognized. So, too, some of the digestive troubles often co-existing with the eczematous tendency may have troubled the child.

(2) The relief of the wakefulness is, of course, best accomplished by relieving the itching. All the soothing local treatment which is directed to the cure of the disease helps, and it is, in our judgment, quite proper to use (under specific medical direction, of course) sleep-producing drugs, if necessary. The details of the treatment of eczema we cannot now take up. There are in our back numbers several articles to which you can refer.

(3) Perhaps not absolutely, but if you can spare the time to start him on this second hour, we think that he will be the gainer for it.

(4) Very much, indeed, in many cases.

Short Clothes; Aching Gums.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I am only a new subscriber of your valuable journal, but have learned something of its merits. I write to ask for a little information.

(1) What is the length from neck to foot of the shirt of Baby's first short clothes?

(2) How soon, that is, at what age, may I take off my boy baby's flannel bands and put on the knitted ones?

(3) My baby is only two months and a half old, but his gums seem to worry him. What is the cause? It cannot be his teeth, can it? And what can I do to relieve him? W. R. C.

Hontzdale, Pa.

(1) That must vary with the size of the child. The short skirt is of such a length that if the child were standing the skirt would not quite touch the floor. Of course, he will not be standing for some time, and if you have to make them, or have them made, you must allow for his growth. Those sold in the shops, ready made, are 22 and 23 inches, from neck to bottom in front. The longer ones are not too long, we think, as a rule.

(2) When you please. To our mind, after the navel is healed, the only object of the binder is its warmth. If the knitted band is as warm as the other, and is comfortable to the skin, it is as good.

(3) It may easily be the irritation of the teeth that makes his gums worry him. We have often seen teeth in children's mouths at four months, sometimes earlier, while we put the average appearance of the first teeth in the seventh month, *i. e.*, before the child is seven months old. This average is reached by putting early and late cases together.

Height and Weight.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly inform me through your next number of the average weight and height for a healthy boy five years and a half old?

New York City. MOTHER.

Probably the figures would vary slightly in different places. The following are from Boston school children between the age of five and six years: Boys, 41.56 inches and 41 pounds; girls, about ½ inch shorter and 1½ pounds lighter.

Faulty Growth of Hair.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My little girl is three years old. The second year her nutrition was defective for some unknown reason, but she has entirely recovered, with no apparent ill effects. Her hair was soft and curly, but of late has become very dry, straight and very thin. Would you approve of shaving the head of so young a child, or would it be better to keep it short for some years? Opinions seem to vary so much about the advisability of cutting hair that I should be greatly obliged for your advice. W. I.

New Jersey.

The hair may now be showing the effects of past ill health, but it is best to make sure that no disease of the scalp exists. Aside from this condition we should say that we believe shaving will do no good. Keeping the hair reasonably short, and a good deal of brushing with a very soft brush we think is of advantage.

Whipped Cream.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly state through your columns if you consider whipped cream wholesome and also suitable and well adapted for a child of three-and-a-half to four years of age, taking for granted, of course, that the cream be perfectly sweet and otherwise in good condition? I have always been under the impression that it would cause more or less indigestion, taking the form of flatulence. J. W. N.

Montreal, Canada.

Taking for granted your premises, we would say that in our opinion the effect of taking whipped cream will vary a little according to the digestive peculiarities of the child. The air introduced into the cream is so small in amount that it would not, we think, be likely to produce much flatulence. A tablespoonful, for instance, would not have a greater bulk of air than there is of gas in one or two swallows of carbonated water, at the ordinary pressure of a soda fountain; and many persons find a help to the digestion of milk in aeration by mixing it with carbonated water, or by simple aeration by shaking it in a proper vessel. The real danger of whipped cream we think is due to the sugar usually mixed with it, and to the fact that it is not eaten by itself, but as a dressing for cakes, puddings, fruits, etc., of various degrees of digestive impropriety.

Variations of Food Under Two Years.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I write to you for advice about my little boy, aged twenty months. I had accustomed my other children when at that age to take, besides milk, such food as well-boiled oatmeal, soft boiled eggs, imperial granum, etc. I began to try this child with a similar diet as soon as he was about a year old, and for three months he had no difficulty in taking it. Latterly, however, he refuses everything except milk, and if we can by coaxing persuade him to take anything else he vomits his food freely, apparently without any pain. He appears to be very sensitive, and even the sight of anything unpleasant will cause him to throw up his food. He is in good health and very robust, lively, and very active on his feet. He is very subject to constipation, which it is difficult to avoid from the diet he takes. He takes milk in sufficient quantities, but I am concerned because he will take nothing else. Is there not something wrong with his digestion? He sometimes sleeps well, but at other times is very restless. Will you please say whether milk is sufficient for his sustenance, or what I should do to get him to take some other light food?

Portland, Ore. B. M. L.

We suppose that milk is and will be for some time quite enough for him; but at the same time we think that it is desirable that he should, as soon as feasible, learn to use a more varied diet. Most children of his age can take the diet you describe, but in our experience they usually cannot successfully take it at the age you began it, that is to say at one year. The granum gruel they can then take, the oatmeal porridge only in small quantity, the eggs sometimes, but usually with the risk of indigestion. The fact that he took them for a while and then refused them leads us to believe that they disagreed with him, and that he showed an instinctive prudence in his refusal. Try again later and gradually, but in the meantime see if he will take well-made broths of meat or chicken, milk toast, made of stale bread cut very thin and well toasted, and a few little changes of particularly digestible foods before going back to the oatmeal and egg. If these are thrown up also, then seek good medical advice.

The Baby's First Month.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I was very much interested in the article in the February GUIDE upon "Baby's First Month," and would like to ask a few questions upon the subject. I have one baby who has always been delicate, and have had to deal with her as gently as possible. I know very little, therefore, about the usual well baby, and, as I expect another child, would like a little information.

(1) Will the average baby lie down and go to sleep as soon as fed, during the first month? I know some nurses let the child lie and cry, to teach him he must go to sleep by himself; but that seems a very harsh treatment. Is there not a gentler way?

(2) Are many babies free from the colic during the first few weeks?

(3) If, unintentionally, the baby is over-fed, what should be done to make him comfortable and not interfere with teaching good habits?

(4) How shall the mother increase her supply of milk? Can you recommend some diet or tonic for use before the baby is born and afterwards?

(5) Is the non-ability to nurse a child inherited?

Chelsea, Mass. SUBSCRIBER.

(1) Judging from our experience, it depends mainly upon the monthly nurse. Nurses who are fond of holding and handling babies generally manage to have spoiled their charges by the time the convalescent mother begins to take charge. But we believe that the average well baby does not expect to be taken up unless it is taught to.

(2) It varies greatly, but we should say from our personal experience that properly nursed and fed babies are more often free from colic than subject to it. Of course, any baby may have an occasional colic, as an older child or adult may.

(3) Hot water, with or without a carminative, and hot applications to the abdomen, are the best simple remedies.

(4) Good general diet, including plenty of nitrogenous food (meat, eggs, milk), with sufficient liquid, has yielded the best results. Of course, plenty of air and sunshine and a sufficient amount of exercise are needed. At the same time that the nourishment is being looked after, the digestion must never be neglected nor overtaxed.

(5) It may be, for the degree of development of the milk glands is as likely to be hereditary as any other peculiarity. So, too, hereditary strength and many other hereditary characteristics may modify the milk supply.

Pasteurization; Kindergarten Aids.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) In one of your recent numbers I read that you consider pasteurization superior to sterilization of milk for infants. Will you kindly inform me where I may obtain full information on this subject? I have sterilized milk, but found it not altogether satisfactory.

(2) Also, can you tell me where I may obtain the best kindergarten instruction for myself?

Newark, N. J. E. N. T.

(1) In our issue for August, 1892, the pasteurizer and its use were described. The cost of the apparatus is the same as that of an Arnold sterilizer, and it may be had of Mr. James T. Dougherty, 348 West 59th street. Directions, we believe, are sent with the apparatus.

(2) There are numerous good books on the subject. Send for a catalogue to Milton Bradley & Co., Springfield, Mass.; E. Steiger, 25 Park Place, New York, or any other dealer in kindergarten publications and supplies.

Baby Shoes; Summer Night-Wear.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) My baby, who is fifteen months old, is just beginning to walk alone. He is very large and heavy, although active. Will it be injurious to his ankles if I allow him to wear ankle ties this summer instead of shoes?

(2) Our summer nights are so intensely hot that flannel seems to me too heavy for night drawers. Is there anything I can substitute for it for boys four and five years old who are large, vigorous children, and suffer from the heat?

St. Louis, Mo. S.

(1) We think not, if the ankle ties are broad-soled enough. It will do no harm to let him run about in stocking-feet or bare-footed in warm places. This is all on the assumption that he has no known weakness of the ankles.

(2) Light flannel is really more comfortable than any cotton that is any protection. Of course, we mean very light flannel. If you cannot get such, put a flannel band about the abdomen and let the children have their night-drawers of cotton.

NURSERY REVERIES.

BY ROBERT LOVEMAN.

Love's Abode.

O'er palace steps a wanderer passed
In quest of joys he once had known;
But ah! amid the marble massed
No seeds of love had e'er been sown.

He roamed through halls of light and lore
Where learning shed a righteous ray,
Then, ever lonely as before,
The saddened searcher turned away.

Years passed, the weary one returned,
He'd sought in vain for love, with sighs;
And safe at home, at once discerned
'Twas in his weeping mother's eyes.

O Mother Mine!

O mother mine, in other days,
Or e'er I knew of blame or praise,
Thine was the love to light my ways:
O mother mine!

And now when time with tender touch
Hath led thee gently down the years,
O mother mine, with tears, with tears,
I pray my care of thee be such
To pay in feeble part the debt,
If I have caused thee one regret,
O mother mine!

A Comforter.

Vexed with the trials of a dismal day,
I sat me down to rail at God and man,
To pour into a bitter, venomed lay
All vile anathema, a curse, a ban;
Hope seemed to stumble on her weary way,
And a dark purpose, like a river, ran
Through my sad soul. But how, O friend, I pray,
Can one long murmur at the ordained plan
When to the haven of his arms there slips
A baby daughter, robed in snowy white,
Who, with love's prattle on her infant lips,
Has come to kiss and bid a sweet good-night,
And whispers, cuddling close her precious head,
"I'm sleepy, papa, come put me to bed"?

KINDERGARTEN-AT-HOME STORIES.

The Happy Family.

A little girl named Belle has her own little playhouse, which stands on her papa's lawn. It is a 'cute little house with three windows, a door and, best of all, a chimney on top. There is a hole in the side of the chimney, where the bluebirds make their nest every summer. Belle used to be quite happy in her little house, but sometimes lonesome until Baby Brother was old enough to play with her; then they had very merry times.

One morning it rained, and Belle and Harry were miserable as they stood at the kitchen door wishing to go out of doors. Suddenly they saw a bluebird swinging on the clothes line—the bluest bluebird they or mamma had ever seen, for his pretty coat was the color of the sky in fair weather and now the rain had made it very shiny. A little farther along on the same line they saw Mrs. Bluebird, who was dressed in quieter colors than her gay little husband.

What were they there for? Indeed they had heard of the little room up in the chim-

ney, and they had resolved to make their home there. Soon the rain stopped, and then the little birds went to work. Day after day they toiled, carrying bits of thread and dried grass, now and then stopping to drive away some saucy martins who insisted on staying near. Mr. Bluebird knew that the martins were lazy birds, who would wait until the nest was done and then would try to steal into it first. One day Mr. Bluebird grew angry and chased the martins a long way, beating them with his wings. They did not come back again and the bluebirds lived in peace after that.

One morning only Mr. Bluebird could be seen, as he sat on the roof of the little house where he could talk to his wife. He seemed to be singing his sweetest song and then flew off, soon returning with a nice, fat worm in his mouth. How the children danced with glee when mamma explained to them that Mrs. Bluebird had some tiny speckled eggs in her nest, and that she must stay in her house to keep them warm, for, by and by, when the eggs would break, there would be some little birds in the nest. Mr. Bluebird was very kind to his patient little wife and would sometimes stay in the nest so that she could go for a little walk.

Belle and Harry were now so accustomed to hearing the birds near them that they did not notice them, until one morning a strange noise came from the chimney—a funny little squeak, "tweet, tweet, tweet," and then Papa Bluebird, as we must call him now, sat on the roof of the house singing his loudest and sweetest. "Oh, how happy I am—t-r-r-r-r—three little birds in my nest, three sweet, little, feathered babies—t-r-r-r," and he fluttered around, bringing so many June bugs and worms that his little family nearly made themselves sick eating them. Belle coaxed her papa to lift her up to see the little birds, but she did not think them very pretty with their large heads and little featherless bodies. She thought they must be very hungry or they would not cry so much, so she coaxed for some bread crumbs which she put in a dish near the chimney. This pleased Papa and Mamma Bluebird, who said they were very glad they had chosen their home near such kind children; they felt sure no harm would come to them so long as they lived there.

Next year, when they come back from their winter visit in the sunny South, I am sure they will come to their little home and have another happy family.

ESTELLE LE PREVOST.

Marbles.

WALTER came in from his play and threw himself down in a chair near his aunt. He thrust his hand into his pocket and brought it out full of various colored marbles, to which he called her attention, asking her to admire them. This she could do unstintedly, for he possessed some very pretty ones. He treasured them, too, as I suspect a number of other little boys treasure their marbles.

"Auntie," said he, "where do they make these marbles?"

"Walter," she replied, "I am very glad you asked me that question. I was wondering if you were not going to try to learn more about them than merely to know that they were pretty playthings which all boys like.

"These little pieces of stone which contribute so largely to the enjoyment of boys are made—the most of them—in Germany, at Oberstein, on the Nahe, where there are large agate mills and quarries, the refuse of which is turned to good paying account by being made into small balls, such as these."

"Auntie, see this marble; this is not an agate; do they make these there too?"

"That, Walter, looks as if made out of the hard stone used in Saxony, which is first broken into blocks nearly square by blows with a hammer."

"Then what do they do with them?"

"They are thrown into a mill which is formed of a flat stationary slab of stone, with a number of eccentric furrows upon its face. A block of hard wood is placed over the stones, partly resting upon them."

"How does that make marbles?"

"Listen; the small block of wood is kept revolving while water flows upon the stone slab. The stones are turned into spheres,

and then, being ready for sale, are called marbles."

"How long does it take to turn them into spheres?"

"About fifteen minutes."

"How many can they make a day?"

"One factory makes about sixty thousand marbles each week."

"What do they do with them all?"

"Send the most of them to the stores in America." NELLA FRANK.

Two Little Mice.

BLACKIE and Brownie were two little mice. They wore nice smooth coats of velvety gray. One of them had keen little black eyes, bright as jet beads, and the other had soft brown ones. They lived very happily with their mother in a snug little place up in the garret by the warm chimney. Mrs. Mouse every day brought them bits of bread and cake from the pantry, and chunks of apples and cheese from the cellar.

They were very happy little mice. What fine times they had playing over the rafters and hiding from each other in the old papers and behind boxes, chests and spinning-wheels. Sometimes Blackie complained because the cheese was too dry, or the apples were too sour to suit him, but his patient mother would gently tell him of the poor little field mice who had nothing to eat but corn and roots.

One evening their mother did not bring them any supper. They watched for her till bedtime, and still she did not come. They had heard her talk of traps and cruel cats, and often when Blackie had scolded about things not being good enough, she had said: "Ah! child, if you knew what risks I run to get you these things!"

The next day they were too hungry and frightened to play, and at last Blackie said; "I don't believe mother will ever come back any more; let's go down and get something to eat."

Brownie put his paws to his eyes and began to cry aloud.

"Listen! did you hear that mouse squeak?" said a child's voice. "Call the cat; I want to see her catch it as she did that one yesterday."

Brownie hushed crying and clung frantically to Blackie for a moment, then they scampered pell-mell down the side of the rude old chimney, and darting through a chink of light they found themselves in a great, grassy yard.

"I'm going to the cellar and pantry now for something good," said Blackie.

"I wouldn't," said Brownie, "that's where the traps are. Let's go and stay with the poor mice out in the fields away from the dreadful cat that ate poor mamma."

"Pshaw! a mouse that's used to bread and cheese can't live on corn. You may go; I'll not," said Blackie, proudly.

So Brownie walked away with tears in his eyes, for he felt very lonely without any mother or brother. He found his supper in the corn-crib, and the next day he built a cozy little home of sticks and moss under the corner of the woodhouse. By and by a little brown mouse with gentle black eyes came to live with him, and he was almost as happy as when he lived in the snug little corner under the chimney. Early every morning they would run down under the big bunches of clover and enjoy a shower bath of silver dewdrops, then they would scamper on and breakfast at the corn-crib. Thus they lived many years.

Do you wonder what became of Blackie? He found a rich supper of mince pie and pound cake, and then crept away upstairs to a dainty room that belonged to a certain little girl named Nellie, who would sometimes leave things sadly misplaced. Blackie spied an open drawer in the bureau and crept in to sleep; he gnawed away and made a soft, woolly nest, laughing at that silly Brownie. The next morning when Nellie came to the bureau for her pretty blue hood and gray sacque, she found a mouse had made a nest in them. She angrily stamped her foot and called the cat, and that was the last of poor, proud Blackie.

Pearly tears dropped on the shreds of blue and gray, but the gaping holes could not be neatly mended, and Nellie is always careful to close her drawer now. E. C. S.

CURRENT TOPICS.

Domestic Service.

A VERY good article was given in a recent number of the *Social Economist* about woman's economic progress, which touched upon the problem that has exercised the brains of so many people regarding the servant question. That there is a great change from the old days is certain. This part of the labor question has undergone as many changes as any other. In the days of our grandmothers, when the help was the daughters of the neighbors or of people living in the same community, it was customary to treat them as if somewhere near upon social equality with their mistresses. Then came the influx of foreigners, driving out the American girls, who forthwith went into factories to earn their living. The new class of servants were unaccustomed to anything but the most poverty-stricken surroundings. They were ignorant and far from being tidy and efficient. The consequence was that they were placed in garret rooms, with perhaps one small window and most meager surroundings. That day, too, has passed. The change began in the cities where Biddy was forced down upon the same floor as that occupied by the family, with whom she was thus brought into contact at all hours of the day and evening. She began to wake up to the idea that there are better things than she had been accustomed to having, and she was then seized with a strong desire to have the same comforts and enjoyments. Forthwith we see her indulging in articles of finery, which are as nearly copied from her mistress as possible. She makes greater demands in regard to her duties and their limitations. With the increase of her desires comes also the thought of higher wages. She mingles with those who have gone on ahead of her, having started from the same plane, and her ambition is roused to take steps upward in the social scale.

There is no question but these ambitions on the part of the servants have in them elements of great inconvenience to the busy housewife who must have their services. Yet we may well question whether it may not be considered, in the aggregate, a blessing to the world. Certainly, anything which will aid in lifting people out of lower conditions into higher, which shall make the brain work more rapidly, which makes possibilities appear that once were outside of the range of their thought, cannot help but have in the end beneficent effects.

It is true that, at the present time, domestic service is in a chaotic state, which, to say the least, is discouraging. Servants demand high wages, and in nine cases out of ten do not perform the duties required, or else perform them in a very unsatisfactory manner. They are not fitted for what they undertake. They seem to have no other idea than to get through their work and to receive their money. There really is little of conscience entering into their efforts.

The question is, are not housekeepers somewhat to blame for these conditions? Have they not degraded household labor? To my mind, one of the most serious things about the matter is the entire want of respect which these girls have for their work. It is, perhaps, the best thing they can do in order to earn their living, but they do not feel that there is anything in it which, outside of that one consideration, is of any importance. The thought in their minds is not, ordinarily speaking, how well can this be done, but

how much may I slight these duties and yet retain my place. This condition of things has arisen largely from the way in which those who do this work are spoken of. In reality, as Mrs. Amelia Barr says, "domestic service is as honorable as mechanical service, and the woman who can cook and get dinner is quite as important to society as the man who makes the table on which it is served."

There is no question but that the whole system of domestic service will have to be changed. It will need to be put upon a purely commercial basis. The hours of service will have to be defined as well as the duties, and with clearness. Outside of this there should be no interference with the personal freedom any more than there is in any other condition where there are employers and employed. Of course there is one exception to this, arising from the fact that the one who performs domestic service for a family comes into closer relations than in other employments, and moral character is therefore of more importance to the family. But otherwise, when the duties are performed, the maid should be free to come and go within proper limits as she chooses, without surveillance.

Housekeepers should also imitate business men in regard to the recommendations which they give to their discharged employees. Many have not the least conscience in the matter. To avoid disagreeable things, they will give a letter as strong in commendation as if the one taking it had been as faithful and as efficient as possible. Truly there are many things to be considered in this problem of domestic service.—*American Farmer.*

The Small Boy.

No satisfactory classification of the small boy has ever been carried out. He is often, in the public mind, divided into the two classes of good and bad; but this is purely arbitrary and utterly unscientific, since no two persons would agree as to the line of demarcation between the two divisions, and two observers, given the same specimen to examine would, as often as not, place it in opposite groups. Another objection to this plan, and the one which really shows its inherent weakness, is its complete breakdown in the later development of the small boy; since it is no uncommon thing, but rather the reverse, to find the small boy who would be generally assigned to the bad class developed into an exemplary citizen, perhaps the pastor of a church or an active philanthropist, while another, who in youth would have been as unhesitatingly placed in the good class, surveys the world through the restraining bars of the county jail.

Another purely fanciful system of classification for the small boy which some one has suggested is based on the word he uses to designate his father. This plan is complicated, and while it may appeal to the theorist, and does certainly produce well-defined groups, nevertheless seems to have but small scientific basis. This would give us a large species of small boy, said to abound in the State of Missouri and adjacent territory, who calls his father "dad." Another far-reaching species, who calls his father "paw," seems to be a native of Illinois or Indiana. Nor must we forget those found in a state of nature in Pennsylvania, who call him "pap," and the variety, with a somewhat uncertain habitat, who pronounces it "pop." In this State we find the kind who calls his father "pa" very numerous, while in this city, among a great number of species, both native and exotic, there is a kind who refers to his father as "the governor," though this is probably only a domesticated variety of the wild species which speaks of him as "the old man." Then we have, too, the class, scattered almost everywhere, who use the word "papa"; and the peculiar variety, found throughout the New England States, and particularly abundant in the neighborhood of Boston, who never addresses his paternal parent by any less stately word than "father." But this system can never meet with any general favor. The fundamental objection to it is based on a distinction for which the boy is in but a small way responsible. The New England infant transferred to the region of southern Indiana can be readily taught to call his father pop, poppy, popper or paw.

Another system, which has been vaguely followed in some quarters, would divide the small boy into two classes, one of which wears his father's trousers with little or no alteration, and the other, leather leggings. This, like the last, has no reason in Nature; and a further weakness is found in the fact that in later life the former too amply betrousered boy frequently has to lend the one who was the leather-legging boy money so that he may have any trousers at all.—*Harper's Weekly.*

Ancient Cradles.

EVER since the world began mothers have been rocking cradles and singing lullabies. From time immemorial the problems have existed, what can we do with this baby? Where can we put it so that it will be safe? How can we manage to secure a few intervals of peace and tranquility? How can we still its cries and whines? How can we teach it to walk? In a word, how can we emancipate ourselves from the absorbing tyranny of these sweet babes, our offspring?

The solutions which have been invented by the solicitude, the ingenuity, and the instinct of mothers have taken the form of cradles, swaddles, leading strings and go-carts. The variety of these inventions is considerable, and a description of them would form, perhaps, a curious chapter in the history of hygiene and domestic economy. But where can one find the elements for such a history? Poetry and legend might be suggestive to a certain extent. We may figure to ourselves the infant Moses exposed on the banks of the Nile, cradled in an osier basket. We may remember the poetical Greek name for a cradle, which is the same as the name of the winnowing fan or basket, the traditional cradle of the infant Bacchus. Referring to the monuments of the graphic arts we may find representations of basket cradles, and also of little beds on rockers; for the instinct of mothers, it would seem, has always prompted them to seek ready means of communicating an oscillating movement to the infant's bed. In manuscripts of the 9th and 10th centuries we find pictures of cradles formed of part of a tree trunk dug out, with holes bored through the sides for the passage of straps intended to tie the baby down in his bed. These dug-out cradles are still common in modern Greece. Finally, when we come to consult the manuscripts and bass-reliefs of the 15th century, we notice that the cradles are no longer mere baskets or beds on rockers, but little swinging beds suspended between two pillars, the prototype of the modern bercelonnette.—*Harper's Bazar.*

THE

Mother's Nursery Guide.

BABYHOOD

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THE DANGEROUS SEQUELS OF ERUPTIVE FEVERS.

BY A. K. BOND, M.D., BALTIMORE.

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THE name eruptive fever is applied to a disease which presents, when fully developed, a definite febrile course, associated with a peculiar and characteristic eruption upon the skin. The eruptive fevers with which the present article has to do are four: scarlatina or scarlet fever, rubeola or measles, varicella or chicken-pox, and variola or smallpox, of which varioloid is a modification.

There are some very interesting phenomena exhibited by these eruptive fevers as a class. They are all contagious, and are apt to attack a child on the very first occasion upon which he is exposed to their influence; and having attacked him once, they are not apt to attack him again during his lifetime. They all occur in epidemics, which are regulated in their outbreak and spread by laws not yet thoroughly understood. They all exhibit, between the time when the child is exposed to the disease and the time when his fever begins, a period of "incubation," lasting a few days or as long as three weeks, in which the child enjoys apparently perfect health and is not in any way disturbed by the disease which is "hatching" within him. They are all self-limited; and, if the patient has strength to survive, disappear of their own accord, no matter what treatment is used. The fatality of these diseases is determined largely by the severity of the epidemic; some epidemics being mild, some being murderous in their intensity.

The services of the doctor in these eruptive fevers are very important in steering the little ship through the storm, so that life may be supported by proper nourishment, that hindrances to the natural course of the disease may be removed, and that the force of the attack may not fall too severely upon any of the great organs and leave them crippled in after life.

After the departure of the eruptive fever, certain of the vital organs are sometimes left in a sensitive condition, even if the highest skill on the part of the doctor, and the most watchful nursing on the part of the mother, have been assured. These need careful protection for a considerable time to come, lest injurious or even fatal disease should be lighted up in them by exposure to changes in the weather, or to disease germs which are everywhere found ready to pounce upon crippled portions of the body. It is very important, therefore, that the mother should know what organs need watching after each of these eruptive fevers, what the danger signals of each organ are, and what measures should be adopted for the protection of sensitive parts.

Scarlatina.

There is a popular delusion that there are two forms of this disease; scarlet fever being a severe complaint, while scarlatina is a mild and comparatively insignificant affection. This popular belief is not only wrong, but *very dangerous*. Scarlet fever is scarlatina, and scarlatina is scarlet fever. The mild forms of the disease seem to deserve but little notice and care in comparison with its severer forms, yet many deaths are recorded in medical literature from the neglect of mild cases, which would not have occurred if

simple precautions had been taken during convalescence.

The organs which are most likely to be injured by scarlatina are the kidneys. In a very large proportion of scarlet fever cases, if not in all cases, these important organs are brought into a sensitive condition during the presence of the fever, recovering their full health slowly after the peeling of the skin has taken place. During the continuance of the fever, however, the patient is under the care of the doctor, and it is his business to see that the kidneys are properly cared for. All that the mother has to do, while he is in charge, is to report to him whether the urine is discharged in sufficient quantity, and whether there is any dropsy of the limbs and body. The kidney troubles with which this article has to deal are those which come on when the doctor is not in charge. There are two conditions in which the mother should be especially on her guard against kidney disease.

First, during convalescence from severe cases of scarlet fever, where the fever has been high and the eruption has been well developed over the body and limbs. After the fever has gone and the eruption has wholly faded away, the appetite returns, and the child seems to be, and feels, quite well. It is difficult to keep him in bed and away from draughts of air, and to resist his appetite for heavier sorts of food which may cause indigestion. That the body is not yet in perfect health is shown by the "peeling." This is a process in which the upper layers of the skin are thrown off in the form of scales or larger flakes. As long as it continues, we must believe that the great protective covering of the body—the skin—which shields the inward organs from changes in the temperature of the air, is in a sensitive condition, unable to do its work so well as during health. This "peeling" may not begin for several days, or even a week, after the eruption has disappeared, and it may continue for several weeks. Until it is entirely finished, therefore, the child must be protected with unusual care from draughts of air, etc., which may cause inflammation of the sensitive kidneys.

Second, in very mild cases of scarlet fever, in which the child is not thought to need any particular attention. A case of this sort is related by Dr. J. Lewis Smith, of New York. He says: "Two children passed through the entire course of scarlet fever, playing every day upon the street. Although the intelligent grandmother saw the rash upon them, its nature was not suspected until nearly two weeks afterward, when one of them was taken with fatal disease of the kidneys and dropsy of the whole body." The writer was very much impressed by the danger of overlooking these milder cases during his service in a recent epidemic in the Baltimore Home of the Friendless. Twenty-five children were brought into the hospital rooms of the Home, believed to be suffering from scarlet fever. While some were extremely ill, quite a number of them would not have been considered as affected by the disease had there not been an epidemic at the time. There was slight fever for a day or two, some redness of the cheeks, a few bits of eruption here and there under the clothing, and some redness of the throat and mouth. These little patients could with difficulty be kept in their beds. When the nurse turned her back, they would be out of bed, playing Punch and Judy under the chairs and tables. Yet, if very great care had not been taken to keep them for weeks in comfortably warm convalescent rooms, there might have been severe cases of kidney disease among them. The peeling of the skin in some of these mild cases began very tardily and was not finished until several weeks after the patients seemed well of the scarlet fever. In some cases, in which it was thought that peeling would not take place, it began after a while. This shows how necessary it is to guard the mild just as carefully as the severe cases during convalescence.

In a recent medical work, Dr. Samuel C. Busey, of Washington City, says: "Kidney disease is more constantly present in some epidemics of scarlet fever than in others, and may begin with the beginning or at any stage of the disease; but most frequently the first symptoms are not observed before the latter half of the first, or during the second, week. As a sequel it may not appear for several

weeks after convalescence. No patient ought to be considered safe until six weeks after the onset of the scarlet fever. In some cases the kidney disease is the direct result of the high fever; but in most cases it is an effect of the peculiar poison of scarlet fever, and in other instances it is probably the result of indiscretion in diet or of improper exposure of the body."

The kidney disease may manifest its presence during convalescence, either suddenly and violently, or gradually and without attracting attention at first. Recently the writer was called at midnight to see a young lady who was convalescent from scarlet fever, which had attacked her a month before, and run the usual course, without any apparent disease of the kidneys. She seemed to be fully convalescent. Two days before my visit, there was a sudden change of weather, from warm to cold. The day following this change of weather she began to suffer from nausea and headache. On the same night she was seized with violent convulsions, which I ascribed to disease of the kidneys, and she became unconscious for several hours. Under proper treatment she recovered in a few days and made a rapid return to health. In most cases, however, the kidney disease begins gradually. There is slight feverishness experienced by the patient whose scarlet fever symptoms have for some days or weeks ceased, some restlessness and loss of appetite. Then puffing of the face or ankles comes on, very slightly at first, but becoming more evident from day to day. The urine becomes less abundant, perhaps, than is natural, and headache, vomiting, convulsions and stupor show that very grave disease of the kidneys is present.

It is not the purpose of the writer to add to the anxiety which every mother has to bear when her child is taken with scarlet fever by overestimating the dangers which attend the disease, for the patients ordinarily recover full health in a short time. It is, however, desirable that mothers should know that there are certain precautions which they should take in all cases. If kidney disease should occur after scarlet fever, the mother need not necessarily blame herself with neglect of her little one; for, as has been already suggested, in some cases it is due to the scarlet-fever poison itself, and could not have been prevented in any way either by the mother or by the doctor. It is more apt to occur in certain epidemics; therefore, when children have just died in the neighborhood from kidney disease after scarlet fever, mothers should be doubly cautious to guard against kidney disease if their own little ones are attacked by the fever.

The precautions which should be taken in order that kidney complications may not occur are very simple. Every person who is even suspected of having the disease should be confined in a comfortably warm room, best in bed; hot drinks should be given to bring the rash out freely, and the doctor should be sent for. During convalescence the patient should be kept within the house and out of draughts of cold air until all peeling has ceased. The food should be simple, so that indigestion may not occur. Fatigue should also be guarded against. Very cold drinks or foods should be forbidden, lest the stomach be chilled. As soon as the patient leaves the sick-bed, a band of flannel 6 or 8 inches wide should be pinned with safety-pins around the body, so as to cover the region of the kidneys, and similar bands should be worn for a month or more, being exchanged for thinner bands as warm weather approaches. The bands must not be carelessly left off at times, but must be worn continuously until all danger of kidney disease is past, and then they may be cut off strip by strip. This idea was first suggested to the writer by the use of similar flannel bands by persons who are liable to catch cold on the bowels. Such persons, who are perhaps left sensitive after severe dysentery, obtain great benefit by wearing the bands about the abdomen.

It may be remarked in passing that attendants upon scarlet-fever patients should always be careful not to catch cold during their time of nursing. Many attendants have a form of sore throat which is believed to be modified scarlet fever. If this is present there is no reason why such attendants should not

get disease of the kidneys just as the patients with very mild scarlet fever, to whom reference has already been made.

The only other sequel which requires mention here is disease of the ear. This sometimes occurs in scarlet fever, and continues during convalescence as a chronic discharge of matter from the ear. For treatment the physician should be consulted. A mother should never let a discharge from the ear continue without treatment, as the bones of the ear may finally be attacked, and the patient may be left permanently deaf. If the ear is properly and gently cleansed each day from the beginning with warm water (properly medicated) and a syringe, the ear will generally heal nicely, and the hearing will be preserved. An intelligent mother can easily do the syringing if she is once taught how it is to be done. The mother should be the more careful to have the ear discharge healed as soon as possible since there is always a possibility that the scarlet-fever poison may be present in the discharge from the ear, and, if so, other children may catch the disease from coming into contact with the discharge.

Measles.

The most serious complication in this trouble is disease of the lungs. More or less bronchitis is found in all or nearly all cases of measles, from the beginning of the attack to an advanced period in the convalescence. In certain patients, however, the lung symptoms continue long after the patient has recovered from the measles. In these cases there is some danger lest chronic bronchitis or consumption should set in.

In all cases during convalescence from measles great care should be exercised lest the patient be exposed to "catching a deeper cold." The clothing should be carefully regulated so as to meet sudden changes of weather; flannel, either heavy or light, being worn over the upper part of the body in cold weather. If a cough lingers after recovery from the fever it should not be neglected, but should be brought to the doctor's attention, and every means should be used to strengthen the little patient. The writer is accustomed to advise the parents of weakly children who have had severe attacks of measles to give the children a long course of cod-liver oil for several successive winters after convalescence. Children in strongly consumptive families should receive special care after measles. This care, however, should not be carried to the extent of making a hot-house plant of the child.

The other important complication of measles is diarrhœa, which may set in toward the end of measles and continue for a shorter or longer time. If it is promptly and carefully treated by the doctor, it will in most cases quickly cease. Occasionally it becomes a very ugly sequel. The knowledge of the possibility of this complication should make parents very careful not to give the child unwholesome things to eat during convalescence, and not to allow strong purges to be given for some time after the measles has disappeared. If severe diarrhœa is excited by cold, by indigestible food, or by strong purges in a child already enfeebled by a heavy bronchitis or by pneumonia after measles, there is great danger to life.

Cases of rubella (or German measles) are much milder as a rule than measles, and do not call for the same care during convalescence. The points at which the patient is left sensitive are the same as in measles.

Chicken-Pox.

This is a mild disease in nearly all cases, leaving the patient in as good condition as before its onset. Very rarely one or more of the pocks will ulcerate, forming ugly sores, and leaving behind disfiguring scars; or, in predisposed patients, giving rise to tubercular disease. Kidney disease may possibly occur from exposure during convalescence, or an obstinate bronchitis may be excited. Such sequels, however, are extremely infrequent.

All that is necessary during convalescence is to take reasonable care of the little patient, and to see that any persistent sores are properly dressed until they heal.

Smallpox.

The protection given by vaccination against smallpox is so sure, and the disease is so

unfamiliar to the public, that there is danger lest its horrors should be forgotten, and lest the vaccination which alone saves us from these horrors should be neglected by the community. The person who has been properly vaccinated in infancy, and revaccinated every few years during life, is, as a rule, safe from smallpox; and, if he should chance to take the disease, it will appear nearly always in the form of varioloid, which is generally a very mild disease, leaving no unpleasant sequels; even the scars being in most patients only few in number.

Fully developed smallpox, occurring in a person unprotected by vaccination, is, as an author puts it, "the most loathsome and most dreaded of all the fevers," and its sequels may be very grave indeed. The body, but especially the face, is covered over with thousands of sores like large boils, full of foul matter which gives out a nauseous odor. The mouth and throat are likewise covered with them. As the disease subsides, abscesses are liable to form deep in the tissues of the limbs, and the joints of the limbs may become diseased. Unless the most earnest care is exercised by the physician, and sometimes even in spite of his best efforts, a scar is left for life at every point where there was a pock, the face being greatly disfigured. But, worst of all, disease of the eyes and ears may occur, leaving the patient blind or deaf for life.

The writer would not present to his readers such a repulsive description were it not that there is a great tendency in some communities to neglect vaccination, or to put it off year after year, leaving children exposed to all the dangers mentioned. The vaccination of a child during severe ill-health, or during the existence of a skin eruption, or even in the hot season of the year, is not to be recommended, unless smallpox is raging in the neighborhood. But every child above a few months of age ought to be carefully vaccinated as soon as possible.

The person who allows his family to grow up, even in the country, unvaccinated, is guilty of a crime against his children and of a crime against the community in which he lives. A minute spent in a dwelling house or in a railway station with a person who has the smallpox poison about him, may bring all its horrors upon a child and make it a center of infection for a whole neighborhood.

The severe sores which sometimes occur at the seat of vaccination may be prevented if the physician is allowed to properly dress the vaccination until it heals.

THE IMPORTANCE OF TRIFLES IN THE FIRST YEAR'S NURSING.

BY C. W. SMITH, M.D., SELMA, IND.

THE family physician is usually a reliable sanitary authority, frequently the only one in the place; but it is not always that his advice is available, and, perhaps, more often, it is not sought. Hence it is proper and necessary that the mother should have a ready and well-arranged fund of knowledge of her own from which to draw at all times, in order that the hygiene of the nursery may be perfect, and that many of the ills and vicissitudes which seem now to be inevitable to early childhood may be averted, or at least their evil consequences mitigated.

It has been said by one eminent in the practice and teaching of pædiatrics that "so serious are the diseases of childhood that one child in five dies within a year after its birth, and one in three before the completion of the fifth year. These facts afford conclusive arguments for enforcing the importance of

closely watching every attack of illness that may invade the body while it is so frail."

How much more important to guard the little body from the *causes* of sickness by giving intelligent and careful attention to the normal functions and processes, and to direct properly the diet, clothing, bathing, exercising and other requirements of these helpless and lovable charges, and so prevent rather than cure, for "hygiene counts for vastly more than physic." Not that we are to imagine that it is impossible to properly medicate and to cure the baby when sick; or that a diagnosis is a matter of mere guess work, which may be right, but which is possibly wrong; or that the services of the doctor are perfunctory and should be sought rather as a matter of form or duty than from any sense of direct or material benefit that is anticipated. Indeed, the unspoken language of the baby, as interpreted from aspect and manner, posture and cry, etc., is emphatic and easily and correctly comprehended, not only by the doctor, but as well by the intelligent mother or nurse.

But in order to properly estimate the signs of disease and approaching illness, a careful and constant study must be maintained of the well child, and every attention given to those minutiæ which will insure a healthy and uninterrupted bodily growth and development.

Perhaps improper feeding is responsible for more disease among babies and young children than all other causes. Every child, if possible, should be nourished with mother's milk, at least until the eruption of the first teeth indicate such development of the digestive organs as is necessary to carry on the digestion of a simple diet. If, however, the child be fed with artificial food, the best of which is, beyond doubt, cow's milk, scrupulous cleanliness is required to prevent the formation of mischievous ferments.

The care of the bottle itself is a matter of no small importance; it should always, after use, be thoroughly scalded and rinsed, a little soda being added to the water, and two or three bottles kept in use, to insure against the use of one containing ever so small an amount of ferment. The rubber tube should never be used, on account of the impossibility of thorough cleansing; but instead, a large nipple which fits over the mouth of the bottle, care being taken, in case of young or sick babies, that the hole through which the milk issues be very small, so small that at least twenty minutes be consumed in drinking an ordinary allotment of milk—2 to 3 or more ounces, the advantages being that the food is admitted into the stomach in very small quantities at one temperature continuously, and in the presence of the mother or nurse.

Milk should not be allowed to stand in unclosed vessels, except as immediately needed; especially should it not be allowed to remain thus in a sick room, in a room where there is vegetable matter, or where there are soiled napkins or bodily discharges of any kind.

Every baby should be offered an occasional drink of cold water. If the purity of the water is suspected, it should be boiled, a small quantity of salt added so that it will not taste flat, and placed in a cool place or near ice. Iced water should not be given to babies on account of possible impurities in the ice, and its tendency to chill the stomach.

In selecting clothing for infants, attention should be given to warmth, softness, uniformity of protection, lightness in weight, etc. The underclothing should be of soft wool for both winter and summer, except in hot countries, since the wool is not heavy, keeps the temperature of the body even, and prevents chilling. Garments should not be cumbersome, should not fit too snugly, and should cover all parts of the body evenly. A cross baby, if not sick, is in discomfort from some burdensomeness of dress usually, frequently a too tight band, which is a superfluity after the first month or two of life.

Rubber or other impervious accessories to dress should never be used. They are not only a source of uneasiness to the child, but may induce chilling and thus cause sickness. Let the dress be such throughout that the utmost possible freedom of the limbs and of

the organs of respiration and of circulation be maintained. A slight amount of restraint and pressure may not only hinder free circulation and free motion, but may result in permanent deformity.

A morning bath in warm to tepid water is one of the healthful measures of which the baby should not be deprived. Generally a careful sponge-bath with rain-water and a little Castile or other pure soap is sufficient, although at times the child should be put into the bath and allowed to stretch its limbs and enjoy the freedom of release from its clothing. The enjoyment and exercise ensure a healthy reaction which is encouraged and promoted by thorough drying with a soft towel without rubbing, and, where necessary, by powdering. For this purpose vegetable powders should not be used on account of their liability to fermentative changes. Talc or zinc powders are probably the best. The bath should not be given too soon after feeding, for fear of indigestion, yet not with an empty stomach, lest the reaction be not good.

The baby should have exercise in the open air and in the sunshine. For this purpose it should be warmly clad in winter and amply protected from the direct heat in the summer. No "toughening" regimen is ever advisable lest injury result. The house should always be thoroughly ventilated, and should admit the sunshine freely.

It has been said that "a place that cannot be made wholesome by sunlight, air and cleanliness, without disinfectants, should not be occupied." The nursery should be the brightest and sunniest room in the house, and all the surroundings of the child from its infancy should be healthful and cheerful. The strong child is the prototype of the strong man, and elements of strength and resistance to disease are added and multiplied by rearing the child according to the tried and approved laws of health, and implanting within its own bosom a knowledge and respect for the laws which govern the operations of its own body, commensurate with the respect which is nurtured for the laws of the state.

DIMENSIONS OF THE CHILD AT BIRTH.

BY ELIZABETH STOW BROWN, M.D., YONKERS, N. Y.

ROBERTS, in his work on the size and weight of the body, says: "The proportions of the new-born infant necessarily form the starting-point for the study of the development of the body; and it is much to be regretted that, with the many opportunities which our public institutions present, so few measurements are recorded."

Professor Carus, of Dresden, calls the vertebral column of the infant at birth the key to human proportions. He refers to the beginning of the embryo, in which one of the earliest parts formed is a line which later becomes the spinal column. The length of the spinal column (of all the twenty-four free vertebræ) in the infant at birth is equal exactly to one-third the length of the same free vertebral column measured in the adult at the period of the cessation of growth.

Professor Carus calls the infant spine, in this connection, a "module," and uses it as a unit of measure of the different parts of the adult form.

The most important data for measurement

of the new-born are the height (length), weight and chest-girth. Infant heights are taken in the recumbent position; weights without clothes, and chest-girth without regard to the state of the respiration. These are the same data selected for physical capacity for military and naval service.

From measurements of a hundred infants born in the Royal Maternity Hospital of Edinburgh, averages have been obtained. They are practically the same for American children, and are as follows:

Average weight of male infant at birth, 7.55 pounds.

Average weight of female infant at birth, 7.23 pounds.

Average height of male infant at birth, 19.34 inches.

Average height of female infant at birth, 18.98 inches.

Each inch of the male infant corresponds to 2.56 pounds. Each inch of the female infant corresponds to 2.62 pounds. The range between the shortest and tallest male infants was 10 inches; between the shortest and tallest female infants, 8 inches.

Head.—Height of head in the male at birth averages 4.37 inches. Female the same. The head is more completely developed at birth than the rest of the body, and goes through less change up to adult life. From birth to full development the head doubles its height. The lower parts of the face grow at a greater rate than the upper. The nasal incision at birth is below the middle of the face, but after the twelfth or fourteenth year divides the face into two equal parts.

The antero-posterior diameter is greater than the transverse, and is so maintained through life.

The difference between the diameter and height of the head at birth is about $1\frac{3}{4}$ inches. The difference in the adult is $\frac{1}{2}$ inch.

All the horizontal measurements of the head develop less than the height.

Neck.—At birth the neck measures 1 inch in height. It is shortened by the plumpness of the infant's chin, and does not grow perceptibly till the sixth or seventh year. The diameter of the neck at birth is 1.81 inches, taken just above the collar bones.

Trunk.—The chest, abdomen and pelvis comprise the trunk. Growth from birth to maturity is greater the further the part from the head. The head and neck are doubled; the trunk is tripled; the lower extremities are quadrupled. The chest-girth, without regard to state of respiration, averages in male infants at birth 13.25 inches; in females, 12.65 inches.

Other average dimensions of the trunk in the infant at birth are not found recorded.

Extremities.—The forearm averages $2\frac{1}{2}$ inches long at birth; the arm, $3\frac{1}{2}$ inches.

The thigh, from the trochanter (the prominence over the hip joint) to the knee-cap, averages 3.15 inches. The leg, from the lower border of the knee-cap to the inner ankle bone, averages 3.41 inches. The height of the foot at birth equals 1 inch; the length is 15 to 16 hundredths of the total height of the individual.

In an anthropometrical examination some items that are neither weights nor measures are usually included, such as color of hair, color of eyes, pulse per minute, respiration per minute and temperature.

While no one without a knowledge of anatomy would the first time be able to measure correctly that unstable piece of flesh and blood, a new-born baby, still, a little practice soon teaches one how to handle this interesting little creature. The above list of measurements can be followed or still others added. But, at least, the weight, length and chest-girth may be taken at the birth of every child. The measurements are of increasing value and interest, and a regular physical examination at stated intervals may be instituted.

No nursery is completely furnished without a grocer's scales, with pan and platform, which will weigh at least 25 pounds. The constantly watching eye of the mother or nurse may be deceived as to the growth of the baby, but the scales will tell the truth. Should there be loss instead of gain, the weekly weighing will give the warning earlier than loving eye or arm.

THE CHILDREN'S BUILDING AT THE COLUMBIAN EXPOSITION.

BY T. B. C.

THE Children's Building is a plain, oblong structure, two stories high, with a playground on the roof. Within is a large hall or court, roofed with glass, and railed off for a gymnasium. Around it, on both stories, are rooms for special purposes.

The gymnasium is fitted with all sorts of apparatus, and an active and enthusiastic German is in charge. Classes of boys and girls are constantly meeting there. When I went in he was drilling a class of boys in jumping and vaulting over the wooden horse. There were great differences between the little fellows. Some easily imitated the agile master; others could scarcely jump at all; but whenever a boy failed, the class would laugh and applaud good-naturedly.

Kindergarten literature and supplies are sold. There is an exhibit of dolls dressed to represent the babies of various nations, and toys from all over the world.

In the second story is a pleasant library, where a large case is full of children's books. There are comfortable chairs, and tired boys and girls come here to rest and to read, with a charming lady to guide them in selecting books. A kitchen garden class is held every afternoon at three for such children as wish to attend, but I was just too late to see it in operation.

In the opposite corner of the building the Philadelphia school for teaching deaf-mute children to talk holds its classes. The room is large and well lighted, sweet, fresh air blowing through its many windows. A ribbon across the middle divides the spectators from the pupils. On the walls, low down, to suit little figures, are pinned large sheets of bright-colored paper, and pictures of children, animals, birds and flowers.

Two circles of little rattan armchairs were ranged around the teachers on duty. There were twenty children, about equal numbers of girls and boys, from four to eight years old. They are received as early as two, and some of these children had been under instruction for eighteen months; others a much shorter time. Each teacher had a long wand with which to attract the attention of any particular pupil, but no signs were used. The teachers spoke very slowly and distinctly, and the children read the words from their lips. The younger children could only say single words, but some of the older ones had progressed to sentences, and very proud they seemed of the accomplishment. One little girl said spontaneously, "Girl is gane," of some one in the audience. A boy said, "The man is holding the baby," also spontaneously. A little girl told to shake hands with some one in the audience, went at once and said quite clearly, "I am five," also answered correctly the questions, how many eyes, ears, etc., have you?

With the more advanced children, the teacher had a large-print primer, and pointed to the words that she pronounced. The little ones were given the wands in turn, got up and went to the walls, pointed to some object in the pictures and pronounced its name. An arithmetic lesson was given, with dolls for the objects, and a lesson in form and color from kindergarten balls.

All the children looked happy and healthy, and were prettily dressed, not in any uniform. They tried so hard to talk, poor little things,

that their mouths worked far harder than with normal children, but what they said could be clearly understood, and one could see that in time they would be fitted to live the ordinary life, not shut off in a class of their own kind, as deaf-mutes have formerly been. While the individual lessons were going on, a good deal of play was indulged in by the little ones who were waiting their turn. Once, four little armchairs tipped over backwards, but no one was hurt, and the youngsters seemed to think it great fun. I was told that the charge at the school is $300 a year.

Downstairs is the prettiest sight of all—the crêche, where children under six are cared for during the day. Visitors look at it through a glass partition, seeing without disturbing the children. In one large room were rows of swinging cradles, with pretty white curtains looped back. Several were occupied by sleeping babies. Trained nurses with white caps and aprons were in charge, and bottles were administered as needed. Two swings were in use by chubby infants, who seemed perfectly contented in them. While I was looking, the mother of one arrived, and it was pretty to see the joy of the little creature as it tried to jump out of the swing into her arms.

In the middle of the room was an enclosure with a low railing, the floor well padded and some pillows put to save bumps, and here two little ones were creeping and sprawling about. Another device, also occupied, and which I had never seen before, was a sort of swinging crib. It was about 4 feet square, swinging from a strong crosspiece, and was only about a foot from the floor. The sides were made of hammock netting, and the bottom had a mattress, so the little occupant was quite safe from bumps, and could exercise freely.

In the next room were about thirty children from two to six years old. Cribs painted white were ranged about the walls, and several of them were occupied by tired little ones, who slept in spite of the noise around them. A nurse sat in a big rocking-chair with two babies cuddled in her arms, and looking sleepily comfortable. But most of the inmates of this room were at play. The floor was strewn with toys, and all sorts of games were going on. One boy, the largest there, was throwing a big, soft ball about and letting the little ones catch it, and a pretty girl of five or six seemed to be a real little mother among the smaller ones. All looked happy and well cared for, and in the kitchen I saw the slices of buttered bread and the cups of milk that were being prepared for supper.

Elsewhere, in the same building, I came on a case of infant woe that showed how needful was such provision for babies whose mothers bring them to the Fair. A small, exhausted-looking girl of twelve was carrying a big baby about, the infant fretting pitifully. A mother sees her own child in every distressed baby, and I tried to find out what was the trouble, offering first a drink of water, which was eagerly taken. I found that the infant, of fourteen months and unweaned, had been left from one o'clock until five in charge of this poor little girl, with no food but a cookie, which the little nurse said she would not eat. She was wet, and the child in charge did not know how to change her. When I performed that office I found her plump and well nourished, but red and raw from chafing and want of attention. I got some milk for her from the kitchen, and then, not being able to do anything more, I left her to wait for her mother, wondering in my heart what sort of woman she could be who would go about sight-seeing and leave her baby to suffer, rather than pay the 25 cents that is charged at the crêche for excellent trained care.

THE TRAINING OF CHILDREN NINETY YEARS AGO.

FROM ELIZABETH HAMILTON'S LETTERS ON EDUCATION.

II.

The Power of Attention in Improving the Perceptions.

WHERE the circumstances of parents happily forbid the attendance of a train of mercenary mind-perverters, the children are not always permitted to reap the advantage of their situation. Too often have I beheld the budding intellect as effectually nipped by the injudicious anticipations of an indulgent mother as it could have been by the most foolish nursery-maid. Children who are accustomed to this species of constant superintendence and prevention have no inducement to the acquirement of those habits of attention which I consider as the basis of all intellectual improvement.

"You can't open that pretty box, love; come to me, and I will do it for you. See what nice comfits there are in it!" The box is opened, the comfits are eaten, and mamma again screws on the lid. Pleased with the novelty, little master again desires to have it opened, and again she complies with his request. The request, or rather demand, is again repeated and complied with; till mamma grows tired, and then she declares that the naughty box will not open any more. The ill-humor which succeeds is stifled by more comfits from her pocket, or the poor child is coaxed to resume the string by which the painted horse is dragged round the room. All this I have seen, and similar occurrences may be now in your recollection. Let us see how the same circumstance is managed by a judicious mother.

"Here is a pretty box, mamma; but it won't open, all that I can do."

"That box, my dear, won't open by force; the lid is screwed on, and it must be turned in such a manner as to take out the screw. Observe. There, it is opened! Now see how the part that fixes is cut in the manner of a screw."

"Oh, yes; now I understand it; for I remember what papa told me one day about the corkscrew, when I was looking at it; but I thought there was no use of screws but to draw corks."

"All screws are made upon the same plan, or principle, as it is called; will you remember that word?"

"Yes, mamma; but what else is there besides corkscrews and screwlids for comfit boxes?"

"Many things, my love, are made upon the same principle. A piece of furniture that is just by you is made upon the principle of the screw; and if you will find it out I will give you a kiss."

"I see! I see! It is the stool on which my sister sits at the piano-forte. It turns and rises just like the lid of this box."

This scene I have likewise witnessed. Does it require any argument to prove which of these children would be most likely to pay attention to the objects of perception? Can we be at any loss to determine which would be best prepared for receiving instruction at that period when, in the minds of unthinking people, instruction commences?

As my portraits are all drawn from real life, I shall, if you please, take a view of two families brought up on the opposite principles I have here stated. The parents of each family were equally fond of their offspring. The children were equally promising; and

had the management of their early years been equally judicious, I have every reason to believe that the intellectual endowments of the children of each family would have been much upon a par.

Mrs. X. was a domestic character, was much at home, and always with her children. Unfortunately for them, she had conceived the idea that education was to be the work of their teachers, and that till they learned to read they could learn nothing. To keep them out of harm's way, to amuse, to feed and to dress them, she considered as duties, and piqued herself on giving up society in order to devote herself to their performance. For their amusement, she spared no expense in the purchase of toys; her sitting-room was filled with the painted fragments of broken chariots and disabled horses. Fresh toys supplied the place of those that were demolished, and one of the active powers of the mind was thus brought forth in the love of novelty. This short-lived passion was succeeded by satiety; and satiety by disgust. If ever curiosity appeared, it was immediately repressed by these foolish answers to every inquiry that are thought *so proper* for children.

At length the appointed period for learning to read arrives. Induced by the pretty book, by novelty, and the reward of sugar-plums, the child gets acquainted with its letters. Novelty then ceases to operate; the pretty book has lost its charms, and sugar-plums are no rarity. No matter, the lessons must go on in regular course. The poor child, who never from the hour of its birth has had its attention exercised upon any object whatever, must now attend. Without any distinct idea upon any subject, without any link in the chain of association, it must now learn to repeat words that are set down for it. It has no curiosity to be gratified; nor, indeed, is curiosity endeavored to be excited. But as all little masters and misses of such an age learn to read, it, too, must learn at all events. What is the natural consequence? The child acquires an insuperable aversion to reading, which long operates as a bar to every improvement. That this really happens I can aver from my actual experience; having known a child exactly thus brought up, who, at nine years of age, would grow pale at the sight of a book, and at the proposal of reading would, by the fallen countenance and dejected eye, plainly evince the most deep-felt aversion.

In proportion to the vivacity or dullness of the power of conception, this aversion will be the more or less unconquerable. Where conception is languid, it will probably remain fixed for life; and the only reading that people of this description will ever take to is works of fancy. In those the languid imagination is aided, indolence is gratified, and the mind that is incapable of combining images for itself enjoys a sort of childish pleasure in surveying those that are held up to it by others.

Let us now turn to Mrs. Z., the mother who taught her son the properties of one of the principles of mechanics in unscrewing his toy. In this little incident an example has been already given of the method she took to call the attention of her children to an accurate examination of every object that came within the sphere of their observation. Every field flower which they gathered in their walks, every pebble which they picked up in the road, was a source of new ideas to their tender minds. Curiosity was thus awakened, turned to its proper objects, and so judiciously gratified as to lay the foundation of a love of knowledge—the first step to all improvement. Reading was taught with ease, and considered by the children in the light of a privilege, rather than a task. To keep the desire of information alive in the mind, curiosity was often but partially gratified; and full information referred to the period when the children might themselves acquire it from books.

How effectually the love of reading may be thus inspired will appear from the following incident: The eldest little boy of a family brought up exactly as I have described, when about nine years of age, was put to sleep in a room where some old books were kept in an open closet; among these was Pope's translation of the Iliad, which soon attracted the

young gentleman's attention. So delighted was the boy with its perusal, that, as it afterwards appeared, he used to watch the first dawn of day (and it was then the middle of summer), take his book into bed, and read with avidity for hours before the family were astir. This might never have been known, but for a query which he put to his mother, to whom he constantly applied for assistance in every difficulty. That which now perplexed him might have posed more able critics. I shall give it in his own words. "Pray, mamma," said he, "what was the reason that Venus, who was quite a *true goddess*, could not make her son Æneas immortal, while Thetis, who was but a sort of *half goddess*, could confer immortality upon hers?"

Do you not conceive, my dear friend; nay, do you not *feel*, how the heart of the parent must have thrilled at this proof of penetration and sagacity in her darling boy? What a charming opportunity of explaining the nature of fabulous poetry; of giving distinct ideas of heathen mythology, and of impressing upon the mind a clear perception of the superiority of a sublimer system. In the hands of such a mother we may believe that such an opportunity would not be lost.

You will, perhaps, attribute all this to the effect of extraordinary genius. That this child was not a boy of ordinary capacity I must allow; but still I am of opinion, that had he been brought up from the cradle as the children of Mrs. X. were brought up, had his attention never been awakened to the objects of perception, had his early curiosity been repressed, and no assistance given to his mind in the formation of its ideas, his conceptions must have been necessarily so much less lively, so much less accurate and distinct, that his genius, at the time we speak of, would have been far from appearing extraordinary.

Right Cultivation of Memory.

With all the attention paid to the cultivation of memory in modern education, I am afraid that, upon strict examination, we should sometimes find that it is the memory of perception alone which our endeavors tend to improve. Useful, without doubt, this branch of memory is; and as it comes to maturity with the first of the faculties which the human mind displays, it may be effectually employed, before the conceptions are sufficiently vigorous to give exercise to the other. But let us not expect more from the memory of perception than it is calculated to produce. Let us not continue to bestow our sole attention upon its cultivation after the period that the higher branch of memory has power to operate. As it may be of importance to point out the consequences of this error, I shall beg your attention to the following remarks:

That words are a medium by which ideas or conceptions are communicated to the mind must be admitted on all hands. Every word is certainly significant of some idea in itself, as are nouns and adjectives; or serves to connect ideas, as we see done by prepositions and participles. But we all know the sound of a word to be one thing, and its meaning to be another. With very little trouble, a person of clear perceptions may learn the Greek alphabet and acquire the proper pronunciation of Greek words; but if he knows not the ideas of which these words are the signs, I cannot see that he is one whit the wiser.

I may read one of Sir Isaac Newton's profoundest problems as well and as distinctly as the mathematical professor at either university; but while destitute of all corresponding ideas, while without a link whereon to fasten the chain of reasoning, I can neither form nor retain an idea upon the subject. Do I strive to recollect the subject, I find nothing but a confused heap of ideas, which are the faint images of the appropriate meaning of the words, as I have heretofore been accustomed to apply them; but nothing wherewith to associate them so as to make sense upon the subject. I may, nevertheless, commit the problem to memory, for memory will retain the ideas of perception; and I may either do this by means of attentively looking at the words, or by repeating them aloud, till the perception is sufficiently strong to become an object of memory. In either case I shall be equally assisted in my task by the arrange-

ment of the words; as the way in which the words stand with regard to each other associates the idea of each word with that which follows it, whether this association be made by means of the eye or the ear. Well, after all this trouble, how much do I know of Newton's problem? Have I one more idea upon the subject of mathematics than I had before I began to learn it? Surely, no. Go, then, and ask your little boys and girls, when they come from school, what ideas they have upon geography, history, arithmetic, etc., for exactly in the same way as I have here described are these sciences taught to children while their powers of conception are not yet sufficiently opened to receive ideas upon subjects far less abstruse.

Teaching by Ideas Tangible to Childhood.

Every judgment which the mind forms is a distinct step in the path of knowledge; and the absurd attempts which are made to lift children at once into the regions of science are no less ridiculous than would be our endeavors to make children walk with ease and gracefulness by always carrying them in our arms. The use of the mental faculties, as well as of the limbs, must be acquired by exercise. Such is the law of Nature, and we never gain by opposing her authority.

I have known children who, from the time they could speak, had masters upon masters to instruct them; and what was the consequence? Mere prate; many words and few ideas. Let us suppose one of these children learning arithmetic, which, as I have before observed, may be made a useful means of strengthening the faculty of judgment. It is taught to repeat after the master, "Five and two make seven; seven and seven are fourteen," and so on, till, by frequent repetition, the relative power of number is fixed in the memory, and thus it is able to get through addition tolerably well. Next comes the multiplication table, which it learns by rote and applies in the same way as often as it is wanted. And so on through all the rules, the master assisting all the time, whenever the pupil is at any loss, but never attempting to unfold a principle, or to give a single idea upon the subject. I speak from experience, as it is the way in which I myself was taught, and as, I believe, many others are.

Let us now suppose a child whose conceptions have been gradually improved by the unceasing, though almost imperceptible, efforts of a judicious and attentive parent. She marks the time when ideas upon the subject of numbers may be given with effect. She seizes the most proper period for beginning her instructions, or rather for leading the mind to instruct itself. By frequently recurring opportunities, she exercises the conceptions and the judgment upon units. She renders all the different combinations that can produce numbers under ten familiar to these faculties; and then proceeds to add ten to ten, till the conception can embrace hundreds. Tables of numbers are then given to be summed up, and at every step the judgment is taught to decide on its truth and certainty. Multiplication is explained as a shorter method of addition, and its principles unfolded in plain and easy terms. By frequent exercise, the mind becomes so familiar to the subject that its knowledge appears intuitive; its ideas are all clear and accurate; and although the rules may not be gone through with a tenth part of the speed with which they were galloped over in the former instance, we cannot doubt that when both pupils come to put their knowledge into practice, the latter will have a great and manifest advantage.

THE MOTHERS' PARLIAMENT.

Add Some Sweet to the Bitter.

—I want to tell the mothers how the plan of encouraging the hope of culprits with a bright anticipation of future pleasures and delights, even while inflicting the present punishment for misdeeds or enforcing a needed discipline, has done wonders in relieving the strain of correcting a wayward and headstrong little girl. She wished to look at a new rope for a swing, and *would* until my decided, "No, Ramona, not to-night," was followed by a succession of screams that threatened a half-hour's cry; when a hopeful, "but you will have ample time to look at it to-morrow, and have as long a swing in it as you will; even for all day," brought a dead calm and shortly a sweet and happy sleep.—*Mother, Los Angeles, Cal.*

Prompt and Absolute Obedience.

—Immediate obedience is one of the pre-eminent virtues. That a child shall obey when he gets ready to do so is not all that is necessary; promptness is what is needed. The story of a child playing on the railroad track unconscious of the approaching train, moving instantly to its mother's side at her command, is old and hackneyed, but it contains a wonderful lesson to a thoughtful reader. Had it not been the child's custom to obey promptly and unquestioningly, its life would have been the forfeit.

Recently some instances have been brought to my notice that illustrate the point I wish to make. A prominent specialist in one of our large cities had a child of six brought to him for treatment. "Get into the chair, dear, and let the doctor see your ears," said her mother. Without a thought of refusal the child seated herself in the operating chair and was quiet throughout the examination and treatment.

"I wish," said the physician with a sigh to this mother (who had taught her child that "mamma knows best and must be obeyed when she speaks"), "that all children were like yours. Just before you came in I had another little patient, suffering with an affection of the ear which will eventually cause him to lose his hearing entirely, because *that child has not been taught to obey*. You look surprised, but this is true. The nurse or mother brings him around twice a week for treatment. They begin by begging him to "*please* sit in the chair and let the doctor look at his ears," appealing tenderly to his affections and all that. But the boy knows he does not have to, as he never has been compelled to obey, and although I have explained the gravity of the case—having managed to make a partial examination—they are letting the matter drift, and soon that boy, who minds nothing but his own caprices, will be deaf. If I am allowed to manage the little patients myself I make them do as I want, but I cannot often have them alone."

A dentist, speaking of the same subject, said: "We have enough to try the patience of many saints. People bring their children to me, take up valuable time trying to coax them to have the necessary work done, when it should all have been "settled" before they came to the office, and then often leave without anything being done, because the children refuse to let me touch them." As he spoke, a lady and a beautifully dressed boy of six or seven years entered the room.

"I've brought the little fellow again, doctor, and he's willing to have it out," the lady said. "Now, Rody dear, get in the pretty chair and

let the doctor pull the hateful old tooth out. Then we will go home on the boat and have so much fun."

"Ain't going to do it, grandma." "Oh, but Rody must," pleadingly, from grandma.

"Will you bring me up on the train again, and take me back on the boat if I let him pull it out?"

"Yes, darling, *do* get up."

"I ain't green," said dear Rody. "You'll do *that* anyhow next time I say he can pull it. I won't have it out till I'm ready. Come on, let's go on the nice boat." And in spite of the grandmother's entreaties, they departed with the offending tooth still in the child's mouth.

There are mothers who issue a command without a fear of being disobeyed; and others who give them, hoping that the child will mind, but not at all sure of it.

If you have possibly started out wrong with your child, try ere it is too late to correct your mistake. This correction will necessarily be gradual, but in the end firmness will win, and the child will learn to obey when he knows that obedience is expected and will be exacted. And when a little one has learned to obey its mother's commands, it has a good start on the road to happiness.—*C. S. V., Evansville, Ind.*

The Charm of Childhood.

—Nature is marvelous, ever-changing and lovely beyond even the poet's description, richly rewarding whoever seeks her acquaintance, be he landed lord or beggar. All manner of life revels in Nature now:

"'Tis as easy now for the heart to be true
As for grass to be green, or for skies to be blue—
'Tis the natural way of living."

But the most wonderfully versatile and delicate expression of Nature is found in human nature, and the blossom of human nature is childhood. O mothers, full of care and often of sorrow, take time to enjoy your children's childhood! Covet and obtain that rarest of blessings—

"A heart of leisure from itself
To soothe and sympathize."

Only for the sake of some higher good to the children could any true mother forego the delight of watching and caring for her own little ones.

Perhaps only to the mother is the tiny downy infant beautiful, but to her the silky hair, the purblind, trustful way of feeling about with nose and mouth, the continual reaching and stretching and grasping and straining in an aimless way after nothing, the perfect unconsciousness with which he yawns and kicks and sprawls while we all stand by laughing, the varied and fantastic positions of his hands while sleeping, are a never-failing source of interest and amusement. Then the wonder that the miserable-looking little scrawling red creature (this does not mean *your* baby, reader) should possess an internal economy which enables him to take what we give him and convert it into nerve and bone and muscle, and grow strong and smart and fat and fair! This growing—the development of body, mind and soul—is so strange and fascinating, the first smile, the first tooth, the first step, the first word!

Mothers! the entertainment and wealth of love in your work are entrancing, but ever changing, changing. Lose not a single pretty motion nor funny face, for that sight will never come again. After six months, what a transformation! The cry is different, the child has grown beautiful—a perfect cherub, such matchless loveliness of form and feature! His eyes look intelligent and loving, his mouth is sweet with smiles.

But a little later, what a vista opens upon childhood! Children's ways and plays, and wants and worries; their very real griefs, which are harder to bear than our troubles because they do not know how to bear them, and cannot realize that they are temporary; their ecstacy in enjoyment; their abandonment of love, that heart-food which is our real life, their innocence, unworldliness and trustfulness. We cannot help looking with awe at the next child we see, and listening with reverence to its prattle, knowing that God has not forgotten the world so long as innocent child-faces look up into ours.—*Helen Knapp Garrett, West Chenango, N. Y.*

Wherein They Differ.

—A distinguished physician notes as the greatest difference between human children and the young of the inferior animals, the capacity of the former for intellectual development. One of the leading traits in common is wastefulness, in man a vice, in the lower orders a nuisance. Until the future man or woman is educated out of a defect that will characterize the brute to the end, waste of food is a marked, as it is a very early, manifestation.

With barely the apprehension of existence, improvidence would be a matter of course. The infant in its cradle and the kitten dozing at its feet are equally ignorant and unmindful of future needs. Present supplies cover the entire ground of mental recognition. But improvidence is not all, is not even the worst. Ask the fruit culturist whose ripening grapes are stung by the myriad and left to wither on the vines, or whose cherries are similarly tasted all over the laden trees till the scene becomes one of devastation, and he will tell you that wasps and birds—very interesting studies in themselves—at such times seem actually to feel a malicious pleasure in destroying. If you doubt that a child delights in spilling and spoiling in like fashion, just give him an opportunity.

The large grain dealers of Chicago, St. Paul and Minneapolis would cheerfully bargain with the legion of rats that infest their storages for full board if the vermin would but refrain from wasting incalculably more than they devour. It is well known that cattle, tame or wild, breaking into a field of clover or corn, are never at rest till they have tramped the growing acres over and set the seal of destruction everywhere. In parts of the East, in Australia and in all new countries, one of the sharpest inflictions of settlers is the raiding of cultivated fields by elephants, kangaroos and their kind, a few of which will annihilate in a night the result of a whole season of labor.

That very intelligent animal, the horse, will in every instance waste his feed if care be not taken to prevent. He must take his luncheon of oats from a nosebag and not a bucket, else, however short his rations, a portion will be scattered wastefully. His stall must be furnished with a rack through which his fodder of hay can only be drawn little by little, otherwise at every mouthful he will fling a wisp right or left—"as if," said a little boy of my acquaintance while watching the process, "Dicky meant to eat with his hoofs." Because the colt cannot be taught, he must be restrained.

It is mainly in the hope of suggesting topics for stories at bedtime or other occasions that I have commented thus on an animal trait that children, as their mental faculties unfold, should leave to the creatures incapable of understanding that it is God who crowns the year with his goodness, and that truth underlies the maxim, "Waste not, want not."—*Lavinia S. Goodwin, Boston.*

Lead Us Not Into Temptation.

—We all remember the story of the mother whose parting remark was: "Now, children, be good, and don't put any beans up your nose!" Those children had never heard of such an idea, and human nature remaining the same since Eve ate the forbidden fruit, of course they did what any intelligent and inquiring mind would dictate—they, one and all, found the beans, and tried to see *why* their mother had forbidden such an amusement.

A friend of mine boasts that her children are so obedient that she gives them a box of candy to play with, and they never put one of the dainties near their lips. Now, the question arises, would she not be a kinder and a wiser mother to avoid the testing, which must be painful to those little ones, and which really, in the end, amounts to nothing but a feat of moral gymnastics? We are taught from our infancy to believe in original sin—that "want of original righteousness" which has caused many a conscientious parent to avoid sparing the rod. Wise mothers are they who eradicate from their Eden the Tree of Knowledge. If the tempter has nothing to offer, how can we be tempted? There is much in the *habit* of being good; we all have a desire to "try the other way," but if these

tendencies have no encouragement, will they not decay from want of use?

A maiden of my acquaintance, not yet a year and a half old, was possessed with a desire to throw some books out of the bookcase on the floor. This she had been forbidden to do. That very fact made the amusement more delightful. Threats were of no avail; finally the mother took the baby hand in hers, and slapped it until it reddened. The baby face grew grave, then hard, and although the tears came to her big brown eyes, she toddled back to the bookcase, pulled the remaining books from the shelf, and held her little hand for another whipping. What was there to do with such a child? The mother was a firm believer in heredity—her own heart throbbed for her baby's stubbornness. She put herself in the baby's place, and held her peace. That was in utter opposition to her own early training, but she knew her child. The little one afterward passed that bookcase many times each day as the tiny feet trotted busily to and fro; often she would stand before the tempting books and shake her head in baby fashion, saying, "No, no—mamma don't want, Baby don't want."

There are some circumstances in which a conflict between mother and child is unavoidable, but just as much honor is there in knowing when *not* to insist. All rules and regulations must fade before a sick child, and too often a cross baby is not "spoiling for a whipping," but suffering for a physician's advice. There ought to be a moral thermometer hung up in every nursery, and just as we keep the mercury from passing 70 degrees, so must we learn to recognize the signs when a storm is brewing in the moral atmosphere. We pray, "Lead us not into temptation," but do we apply our prayer from our babies to their earthly parents? Can we not deliver our children from evil—from evil passions, from tears, from upset nerves, from even conscientious punishment, by a careful supervision of the nursery? When little sister begins to take the toys away from Baby, who in turn cries, and an eruption is imminent, put away your sewing, your fascinating book, take the cross, irritated little girl out for a walk in the cool air or to another room. A few moments of diversion will restore peace and avert the storm, which, if not checked, would upset a whole household. And so often the babies are sleepy or hungry, not really naughty. It seems to me that a child must be thoroughly spoiled before he or she can be really naughty; mischievous lots of times, trying—oh, dear, yes!—but willingly and deliberately naughty—"well, hardly ever!"

We would be better mothers if we should pray, "Do unto us as we would do to our own children," and the great Fatherhood of God will lead us to be more pitiful, more forgiving, more tender and sympathetic with our little ones, for "of such is the kingdom of heaven."—*M. H. B., Philadelphia.*

Art Thou the Woman?

—In these busy, rushing overcrowded days are not we mothers apt to attempt more than physically, mentally or morally we are fit to carry out? It is such a temptation to accede to an urgent pleading to start a King's Daughters Circle, or to cut out garments for the contemplated missionary box for those needy children and mothers far West, or to take charge of a table at the Church Fair, or be President of the Literary Club for the coming year, with the added, "Every one says you are just the one for the work," and the delicate implication that your talents are out of the common order.

Perhaps you consent to conduct the King's Daughters Circle, and cut out garments for the box, and be president of the Literary Club, which includes several carefully prepared papers during the year. You can't deny yourself the pleasure of such worthy and useful work, and deep in your heart you long to show the friends who think you accomplish so much that you can do still more. You look about your home. You have a fairly competent maid in the kitchen, but you know not how long she may remain—earthly things are all transitory, but cooks are endowed with extra wings, not celestial, but migratory.

There are your three children and husband. Your own sewing you hire, but you feel it a necessity to make all your children's clothes, including mending. You are anxious that these children shall develop into sweet-tempered, well-informed, wise men and women. You are conscientious and feel their need of your own companionship and supervision in this matter. Your husband is a hard worker and looks forward to his evenings as the green places in his desert. You look at yourself—a year or two ago you were ill for months, and the result has been shattered nerves and less strength. Can you do all things without injury? It is impossible. You attempt it and stagger nobly on in what you are pleased to call the path of duty. Perhaps you don't actually "break down," but your children are quick to feel the irritable impatience so carefully controlled before, your husband secretly sighs over the worn, tired look on your face, at times haggard, the increase of nervousness, the absence of cheerfulness. The cook resents your tone, which to her is "temper," to you simply a vent for your nervousness under the strain of overdoing. This is no fancy sketch. It is true—and it is sin.

You can help outside your own home circle; you can give a donation to the box, you can invite some poor sister or some homesick, lonely boy to a meal in your pretty, bright home; you can snatch time to read something each day to keep up with the times; but you cannot be mother, seamstress, nurse, wife, leader of circles, president of clubs, overseer of missionary labor, attend to your social duties, keep your temper, and be the woman God intended you to be. You might, possibly, with fabulous strength and nerves of iron, but, nowadays, our American women, alas! are victims of physical weakness and overwrought nerves, and so much the more responsible for abuse of their frail "tenements of clay."

I knew of one woman who, delicate and not strong, with a family of five children, was cook, housemaid, nurse, gave lessons in carving, carved several elaborate pieces as gifts, to church and friends, belonged to a flourishing Shakspere club, and did a great part of her own sewing. She still lives, but she told me once that she was completely broken down, could not sleep, etc., and had no time for social duties. I know of another mother of five children, who much of the time does all her own work save washing and ironing, is a teacher in Sunday-school, a leader of King's Daughters, an active church worker, a good seamstress; and she said to me the other day: "I feel on the eve of nervous prostration; I am utterly worn out."

We ought to lead useful lives, but ought we to utterly disregard our temple of the soul, our bodies? Is it just or right to husband or children not to call a halt to our too ambitious desires? Can we ever do any one thing thoroughly, when we rush from one to another, eager, exhausted and with nerves "flying?" And, finally, shall we not be called to strict account for such waste of powers, such neglect of self, such criminal abuse of our sacred office as mother, wife, friend or sister?—*Daisy Rhodes Campbell, Delaware, O.*

In Memoriam.

—I have noticed in recent numbers that "Prince Dimple and His Everyday Doings," and "Prince Dimple's Further Doings," by Mrs. George A. Paull, have been mentioned with warm praise by mothers all over the country. Having known and loved little "Prince Dimple," I would like your subscriber in Newcastle-on-Tyne, England, and other mothers whose babies have passed many a pleasant hour through his books and loved him for his bright winning ways, to know of his long painful illness; of how brave and patient he always was through all the pitiful suffering and weariness, and that he is at rest now, safe in the Father's arms. But the memory of his sweet little life will live through his books, giving pleasure to hundreds of babies, and so soothe the aching heart of the mother in her loneliness.—*Eleanor C. A., Washington, D. C.*

MISDIRECTED SELECTIONS OF TOYS.

BY JULIA E. PECK.

THE vagaries of grown-up people must seem strange to children. No doubt they often think that to be grown up necessitates a lack of appreciation for their dearest treasures and an unaccountable love for things tiresome and uninteresting. Our mistake lies in expecting children to meet us on our own plane, forgetting by what a long and round-about way we reached that plane ourselves.

All through our valley the rivers lately overflowed their banks with disastrous consequences. After days of torrents we met in the kindergarten as usual and offered our morning thanksgiving. Many of us had left anxious homes, crossed our threatened bridges and "washouts." It is the custom for our children to mention all the things for which they give thanks.

"I am thankful for the water," said John. Truly he meant it, for when an unexpected and wholly delightful pond appeared in his front yard, why, what an opportunity for sailing toy ships through the long afternoon!

As if to confirm John in his gratitude, the next boy said, "I am thankful for rubber boots."

Picture the boys exploring the banks of the new pond, making pioneer settlements on its banks, sailing their ships and naming the islands, while anxious grown people prop their furniture out of the water, explore their cellars on rafts or take turns in watching bridges and mill-dams. Truly grown people take life hard on this glorious spring day.

Expecting a visit from two little girls, I planned quite a complicated paper doll's house and furnishings. While the children were admiring the dolls, they chanced to see a tape measure which was wound by turning a little handle. Immediately the dolls were dropped. All the afternoon the children wound and unwound that tape measure, and, while measuring every thing in the room, planned to save their pennies to buy one exactly like it.

A toy that is complete in itself, that calls for no play of the imagination, that allows no scope for the child's creative instinct, fails to charm, while the rudest, most clumsy toy with which he can "do things" is a priceless treasure.

House-cleaning time in the nursery is a serious matter. Full well I know how safely I may throw away that elegant Paris affair that winds with a key, but I wisely hesitate to dispose of that bit of board with its nails and strings and colored paper attachments. That "trash" represents a brilliant fancy, and its owner sees in it wonders of which we cannot dream. It has figured already in many a thrilling drama, and has become to our boy a link between his past and his future. It is a foreshadowing of things to come, and when we have learned the lesson it teaches we may know how to educate its inventor. In the relation of the child to this crude toy we may read the prophecy of his future career. We fail to learn until we are taught by repeated experience the importance of simplicity.

Froebel's kindergarten material offers wide scope for the teacher's imagination. There are many graceful and beautiful combinations of the "gifts" which tempt the kindergartner to please her own fancy at the expense of the child's needs. Too much and too many kinds of material are offered, with the result of tiring the child and confusing his mind. After making "pretty gardens" with rings, sticks and beads (a dictation lesson), I offered this material to my class for

"free play." The children quickly selected the rings, pushed away the sticks and beads and proceeded to make simple figures with the rings, throwing out as rubbish all that interfered with their ideas of outline.

The roots, stems and leaves of common beans that the children planted themselves and pull up at will and study (with proper guidance) are far more interesting to them than gorgeous blossoms in a conservatory. My own class of very small children push and crowd and almost quarrel as to who shall be the first in the morning to see the progress of a handful of beans and corn they planted in an old flower-pot, while they walk past a splendid cactus in full bloom with scarcely a glance.

A lifetime of study is all too short for us to learn to guide this wonderful creative instinct. And, alas! how many lessons are learned at the expense of our children, for much of our best work is but an experiment. Ready-made toys that will "go of themselves," ready-made thoughts that are complete in themselves, and are tacked on to the memory, at no point touching the child's experience, reason or reflection, should form no part of the child's education. Rousseau says: "A child will learn more from an hour of work than from a day of explanation."

NURSERY PROBLEMS.

Seborrhœa; Thumb-Sucking.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) I should like to ask concerning the unsightly scalp which covers my baby's head. It came soon after he was born, and now, at six months, his head is in the same condition. I rubbed vaseline on, letting it remain over night, then combed it off gently in the morning and washed it in warm water, but in a few days it came again. Should I let it alone entirely? Some say vaseline, being a mineral compound, should never be used on the head; others, that sweet oil is heating; others, that the head should not be washed, etc. The baby had a touch of eczema behind his ears when between three and four months old, but as that has disappeared and the rest of his skin seems perfectly smooth, I cannot see why the scalp may not be improved with proper treatment.

(2) Then I want to know the positive harm of thumb-sucking. I am aware it is not a good habit, and a child is better off without; but at three months Baby discovered he had a thumb, and it is impossible to keep it out of its mouth, especially when he is sleepy, unless I put on mittens. In that case he is constantly uneasy and needs tending, whereas if I let him alone in his crib with the longed-for comfort, he seems perfectly contented. As I am a busy mother, of course it is a great temptation to let him have it, yet I can begin the struggle of depriving him of it if he is actually to suffer in consequence of it. His elder brother of two years takes his when going to sleep, often sleeping with it in his mouth. He is a fairly healthy child, always troubled more or less with stomach gas and by slow and hard teething, although his teeth are large and finely formed. His mouth is large, and his lips seem thicker than they should be. Is the thumb to blame for the slow teething, the gas and the lips? P. G. S.

(1) The deposit on the scalp is due to an over-activity of those skin glands called the sebaceous glands, which secrete a kind of fatty matter. This over-secretion is called seborrhœa, and is very common indeed in infancy, varying in degree with different cases. It persists for a considerable time, and treatment is consequently somewhat prolonged. That which you employed was quite correct, but needs to be persisted in because the deposit will be replaced after removal to a greater or less degree, until the activity of the glands declines to what may be considered the normal, or at least the desired, degree in which the secretion is no greater than ordinary tidiness will remove. The choice between unguents mentioned is immaterial, we think, if all are equally sweet. No rancid or stale ones should be used.

Ancient olive oil is irritating sometimes, and should not be used, at any rate where there is broken skin, as old oil usually abounds in bacteria. The objection of "a mineral compound" applies as much to water as to vaseline; in short, is pure nonsense. It is not easy to say whence arise many popular prejudices, one of which is the dread of "minerals"; possibly from an extension of some abuse of medicinal agents of a metallic nature (mercury, arsenic, etc.). In fact, while the vegetable kingdom gives us the mass of our food, it also yields the most terrible poisons known to man, such as opium, strychnine, aconite, belladonna, nicotine and scores of others.

(2) Like most questions, that of thumb-sucking has two sides, according as the occasional considerable harm done or the frequent gratification gained is considered. In a small way it resembles the question of the use of alcoholic drinks. The actual good done is very small, the temporary gratification very considerable, the occasional harm very great. The point of dispute in the little matter, as in the great one, is, shall the many gratifications be refused for fear of the possible harm? The NURSERY GUIDE has often enough pointed out the habit which may be formed and the deformities of the jaw and nose which may arise from thumb-sucking and these results are genuine. But it must be admitted that the habit, in the sense of one difficult to break off, is exceptional, and the deformities are very rare in comparison with the exceeding frequency of thumb-sucking, which, indeed, most children indulge in to some degree at some time. It is very hard to express what should be the golden mean in practice, but we will try. First, we would never teach (as we have seen done) a child to suck its thumb, unless to prevent its sucking something worse. This leads us to say that, to our mind (and the opinion is formed after a good deal of observation, starting with the decided objection to thumb-sucking), the habit is only one manifestation of a general tendency to have something in the mouth, the thumb being selected because at hand. If the thumb could not be gotten, something else would be taken. We have seen an infant with both its hands tied suck its lip or its doubled tongue, risking thus a still greater deformity of the mouth than would have been threatened if it had been let alone. This is one of the few instances hinted at above in which it would be permissible to teach thumb-sucking. Again, this habit of sucking is, we believe, only a part of the nervous habit that demands something always in the mouth or between the lips exhibited in infancy and childhood by the sucking various things, and later in chewing, as evidenced by the chewing gum and tobacco habits, the latter of course involving a narcotic habit as well. Now, there is to us a great difference between the child that simply uses its thumb as an aid to going to sleep and the habitual thumb-sucker. The former may usually be let alone, the latter needs attention. The danger of the sucking habit, moreover, seems far less to us in the very active child, who takes to the monotony of the sucking merely to quiet its excited brain to sleep, than in the more indolent child who wanders around and goes through its caricature of play with its thumb in its mouth. To resume our earlier simile, the one recalls the elderly man over-taxed with business cares, who takes his "nightcap" before going to bed, and the other more resembles that type of "business man" whose "11 o'clock" morning drink is the only duty which he attends to with promptness and regularity.

While we are upon this topic we may say a word about the deformities of the jaw resulting from thumb-sucking. The commonest form is the projection of the middle part of the upper jaw, which is made narrower and more pointed, while the upper incisors project still further. That these results are actual we have (as said above) no doubt. But we also have been struck with the fact that in many cases where thumb-sucking children had grown up with deformities of this type, the same or similar peculiarities of jaw existed in one or both parents, concerning whose thumb-sucking no record remains. In such cases it would be impossible to say whether the narrow jaw was the result of the

habit or of heredity. But it is all the more incumbent upon the parent or attendant to prevent the habit when ancestral peculiarities suggest a tendency in this direction.

Disturbed Sleep from Indigestion.

To the Editor of THE MOTHER'S NURSERY GUIDE:

My little son, six and a half months old, weighs 19 pounds (dressed), and measures 29½ inches in length. At birth he weighed 9¾ pounds and was 21 inches long. He has no teeth as yet.

He has five meals during the day, three hours apart, two of which are of breast milk and three of "Horlick's malted milk," which he takes from "The Best" nursing bottle, thirteen tablespoonfuls at each meal. He takes two naps, one after his nine o'clock meal and one about half past one o'clock, sleeping about an hour each time.

He seems perfectly well and happy all day, but sometimes throws up a little of his food and some days has hiccoughs before or after each meal, but not often. His hiccoughs are very hard to stop. He does not sleep well at night, but wakes up two or three times during the evening and often as many times during the night. He nurses at about ten at night, and once, sometimes twice again, before morning. When he awakens he seems uncomfortable and sometimes cries, but, after passing wind, he seems relieved and goes to sleep again.

(1) Will you kindly tell me what I can do to make him sleep better, and also suggest any way in which I can improve upon his daily habits?

(2) Is he old enough to go without food from ten at night until early morning?

(3) If so, how can I bring about that state of affairs?

(4) What is the cause of his having hiccoughs and how can I stop them?

Wausau, Wis. E. H.

(1 and 4) The hiccough is undoubtedly due to disordered digestion, and this latter is also, we believe, the cause of the disturbed sleep. The digestion must be first put in order, and that is an affair for your own physician to take in hand.

(2) Yes, we think so.

(3) There is no way except to stop the other meals, giving drink in place of food if he wakes, until he gets used to the change. He probably will not like to change, and will give you a few unhappy nights.

Possible Rheumatism.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Can you tell me why my baby for the last few days seems to be sore to the touch? When I lift her she will cry, and seems to be sore in her legs. She was walking by a chair, etc., but now she will not stand on her feet. She has had no fall, and I don't see what is the matter with her. She is fed on Mellin's food and cow's milk. Has four double teeth coming.

Gloucester, Mass. J. L. S.

The disease, excluding injury, most likely to cause such symptoms is rheumatism. Next after that we should place a kind of paralytic trouble resembling rheumatism at the start, and often associated with the period of dentition, and hence sometimes called dental paralysis, or, more commonly, infantile paralysis. It is well, as both rheumatism and the paralytic trouble are important, to have medical advice if a child who has walked refuses to do so, and also seems sore. The trouble may be no more than a muscular rheumatism, but even this should not be neglected; and if it be no more, it is worth while to have undue anxiety put aside.

Peculiar Position in Sleep; Summer Tonics.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Will you kindly tell me whether I need be alarmed at my apparently healthy little girl sleeping with her head thrown far back on her pillow? She is two years old, is robust and rosy, has a good appetite and good digestion, and has only begun this habit during this last month. Is it a sign of weakness?

(2) Is there any tonic I can give my delicate little four-year-old boy in place of the cod-liver oil which he took to advantage during the winter? He was very near having rickets when five months old, caused by weak digestion and imperfect assimilation of food. Although he was apparently cured of this trouble, he has been small, thin and delicate ever since. I have consulted a number of physicians with but little effect, and would now ask your advice how to treat him. He has been circumcised (about a month ago), because he was in the habit of wetting his bed. Otherwise he seems well, and has never been sick, except with colds and sore throat occasionally. He is very bright and wide-awake and, as his kindergarten teacher thinks, knows more than any three other children put together. I attribute this to his having been the first-born, and continually in the company of grown persons. He is also very nervous.

Tompkinsville, N. Y. J. C. D.

(1) It is not a positive sign of anything, nor do we know of any reason why it need give you anxiety. The thing we should think of, as the case is presented, would be some obstruction in the nasal passages which made breathing less easy than formerly, and which led the child to throw her head further back.

(2) During hot weather cod-liver oil is less well borne by the stomach than in colder seasons. As a rule, the effect of warm weather, with the open-air life that becomes then possible, is to so brace up a child as to render tonics unnecessary at that season. The interval of abandonment of them also renders their renewed use when the "shut-in" season returns more efficient than it otherwise would have been. Cream often takes the place of cod-liver oil in hot weather, if it can be had fresh. In cases where medicinal help is needed through the summer, the hypophosphites often make a good alternative to the oil; the standard compound syrup, or one of the proprietary preparations, may serve you. After all, daily attention to all the details of good hygiene, sunlight, good air, bathing (in salt water in summer) and careful diet make up the cure, while medication should play a secondary part.

Quantity of Food; Hours of Sleep.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Having gained so much knowledge from your columns, I venture to ask some help in the feeding of our son, who is now between thirteen and fourteen months old. Will you kindly tell me what you think of the course which I am pursuing? I have prepared entire wheat-flour by tying three cupfuls in muslin, boiling these balls ten hours, then peeling off the tough outside and grating the hard white substance that is left. I use two teaspoonfuls of this to thicken a half pint of milk for each time. As he usually sleeps until 9 o'clock in the morning, going to bed at 7 at night, I can only give him four meals in the twenty-four hours.

(1) Do I give him the right quantity? and

(2) Is it harmful for him to go from 7 P. M. until after 9 A. M. with nothing to eat? He is apparently thriving, weighs a trifle over 26 pounds, his flesh being hard and of good color. He is somewhat troubled with constipation, but not of an aggravated form.

(3) Would you advise me to continue this diet through the summer, and, if not, what would be better? Can you advise me as to his diet through next winter?

(4) I had our miller bring me flour from which the coarse bran had been removed, but which had a small proportion of finely ground bran still in. This I boiled and grated, the occasional use of which has relieved his constipation. Can the small amount of bran injure him?

West Grove, Pa. M. L.

(1) The amount is not too large. Indeed, the number of ounces per meal and per diem is usually exceeded at his age, but as the mixture you give is pure milk plus a certain amount of flour-ball, its nutritive value is high, and, to judge from his weight and reported good condition, it is probably sufficient.

(2) No. This amount of sleep is helpful to him. It diminishes his hours of activity and makes his need of food proportionately less.

(3) This diet can be continued through the summer and early autumn. After the chances of hot weather are gone you can enlarge his diet by giving him cereals and bread and butter, if he has chewing teeth, as well as broths made of beef, mutton or chicken, with rice or barley, and later a soft-boiled egg once or twice a week.

(4) No.

Hunger will Prevail.

To the Editor of THE MOTHER'S NURSERY GUIDE:

The ideal diets described in this magazine, consisting of a certain amount of proper food administered at a regular hour, are disquieting to the mother whose baby utterly refuses to eat in any rational manner. My two-year-old boy is extremely difficult to feed. He will take only a small amount of milk, say half a pint in the twenty-four hours; will eat a little bread and butter, and an occasional cracker, but will touch no kind of cereal and is averse to baked potato, broth, and the underdone beef and chicken advised by the NURSERY GUIDE. On the other hand he craves and demands almost anything illegitimate for a child of his age, such as fried potato, griddle cakes, bananas, raw apple, sweets, etc, until it seems sometimes a question between such things or no food at all. He lives in the open air, and is very strong and active, with a digestion apparently perfect. What would you advise?

Milford, Conn. C. W. P.

Simply to make him take digestible food or go hungry would be our plan. The schedules of suitable food which we have given have usually leaned to the liberal side, and from them, with proper attention paid to details of changes or arrangements, an ample dietary can be made. Children often have whims for unsuitable food, but hunger conquers them.

Nursing Beyond a Year.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have been a subscriber to your valuable magazine ever since my baby was born, had read almost a year of back numbers before that time

and do not know what I should have done without it. It seems as though every subject had been touched upon, and yet I am anxious to ask a few questions about my own particular child.

He will be one year old on the 27th of July, weighs 23½ pounds, is a healthy-looking baby, strong and active, creeping, climbing, kicking and keeping in motion all day. I have nursed him entirely so far, and thought that I would do so until October, as I am well, and he has seemed to thrive. I have always nursed him every three hours, and, since he was two months old, only once at night, making six meals in the twenty-four hours. However he has looked pale of late, has lost a few ounces in weight; in fact, he has gained only 2¾ pounds since he was six months old, and is very slow with teething. His first tooth came through at eight months, his second at nine, and since that time he has not cut any. Now my menses have returned.

Do you advise me to keep on nursing him entirely through the summer, or shall I give him something in addition? I tried giving him a little imperial granum yesterday, but it made him sick. If I supplement the breast milk, what do you advise me to give him? in what quantities? and how often? Shall I alternate the other food with the nursing every three hours, or give it to him at certain times regardless of his nursing hours, or give it to him *with* the nursing, that is, nurse him, say, ten minutes, then give him the supplementary food?

He has never been constipated, but lately his bowels have not moved so freely, seldom oftener than once a day, while they used to move three or four times daily.

Lock Haven, Pa. AN ANXIOUS MOTHER.

It is rare that a breast twelve months old is adequate to the needs of a child of that age. In fact most breasts nowadays are insufficient at a considerably earlier period, and the milk is still poorer during the days when the menses are present. It is therefore probable that your child has been underfed during the months in which he has gained so slowly, and also probable that it would have been well to have weaned him earlier.

But as we are now in the hot season we should make decided changes with caution. We think he should have supplementary food, and if you can easily obtain good milk we think you will do best to use "top milk" diluted with barley water. Inasmuch as he has probably for some time been getting nutriment of impaired quality, it would be well to dilute considerably at first and to gradually increase the proportion of milk as his stomach becomes accustomed to it. Begin with half milk and half barley water, adding a tablespoonful of lime water to each bottle, and very slightly sweetening the mixture with white sugar. The barley water should be slightly seasoned with salt in making.

A child of a year old generally takes 8 ounces or more at a feeding. You would better, then, offer the child an 8-ounce bottle. His breast-meals may have been smaller than this and he may not take the whole of it, but he probably will soon do so. The bottle should be given as a substitute for a nursing, and take the place of the latter at its regular time.

Unless you are very sure of the purity of your milk, you would better scald the mixture or sterilize it in some way.

KINDERGARTEN-AT-HOME STORIES.

Bessie and the Wild Flowers.

PART I.

LITTLE BESSIE GRANT went with her mamma to visit an aunt living some miles away, and as they rode to the railroad station they passed through a wood where the road on each side was lined with all kinds of lovely wild flowers. Bessie wanted to get out of the carriage and get some; her mamma was afraid they would miss the train if they stopped, but told her little girl that perhaps she could get some when they came back.

Now, it happened when they came home that Bessie was very tired, and as soon as she was in the carriage on the way from the station, she put her head in her mamma's lap and dropped asleep. So she did not see the flowers as she passed, and when she reached

home and waked up, she was very much disappointed.

A few days after this, Bessie was playing in the yard, and she happened to think of the wild flowers; she started off to the woods by herself, to get some of them. She walked, and walked, as she thought in the right direction, but after a while her little feet grew very tired, and she still could not find the woods; she began to wish she was back in the nice shady yard at home, but she sat down, by the road side, on a nice flat rock to rest.

Just then a gentleman, with a very kind face, came by in a buggy. He stopped and spoke to Bessie, and asked her what she was doing there. She told him she was on her way to the woods by the railroad station to gather wild flowers.

"Why, my little girl," said he, "you are not going the right way; the railroad station is a long distance from here. What is your name, and where do you live?"

"My name is Bessie, sir, and I live with my papa and mamma."

"What is your papa's name?"

"His name is 'Papa.'"

"Have you any nurse who helps your mamma take care of you?"

"Do you mean Nora? she dresses me and takes me walking sometimes."

"Well, what does she call your papa?"

"Why, she calls him Mr. Grant."

"Oh! Then you are Mr. Grant's little girl. I know your papa, and if you will get in here by my side, I will take you home; would you like that?"

"Indeed, I would."

So tired little Bessie climbed into the buggy and rode to her papa's house, where she found both papa and mamma looking in all directions for their little girl, for they had missed her and were very anxious about her.

Mamma talked to her a long while, and told her that she must not slip away from home again; but that if she wanted anything out of her reach she should always come to her, or to her papa, and ask for it, and when it was anything they thought it right for her to have, they would try to arrange for her to get it.

PART II.

One bright afternoon soon after this, mamma told little Bessie that she was going to take her to ride; so they climbed into the carriage and rode to another house, where they stopped and took in two other little children, and then mamma drove them to those same pretty woods where the wild flowers grew. She helped them down on the soft green grass, and told them to pick as many flowers as they wanted.

Bessie and her little playmates hardly knew which to pull first, for there were so many, and each one seemed a little prettier than the one before; but they roamed about, finding first one kind and then another, and each was eager to bring Mrs. Grant the first of any new sort; thus these happy children amused themselves until they had more flowers than they could take home.

By-and-by their thoughtful care-taker gathered them about her, and to their surprise took a large basket from the carriage. When it was opened they found it was filled with nice biscuits, buttered all ready to eat, and fresh, crisp cakes; apples and oranges, too. They did not have any table set, but mamma gave each little girl one thing at a time and let her eat it right out of her fingers; and they thought no supper had ever tasted quite so good as this one eaten out in the woods, with the sweet-smelling wild flowers all about and the little birds hopping around in the trees and singing happy songs to them.

After they had finished eating, they scattered some crumbs about for these little birdies to find when they were gone; and then mamma thought it time to take them home, so they could tell their papas what a nice time they had had, and show the beautiful flowers they had gathered. P. T. S.

A Mouse Story.

WHEN I was a little fellow, some kind friends of father and mother took me to their home in the country on a visit. You may guess I had a good time while there, finding so many things for a little boy to see who had lived in a city all his life. I saw chickens —oh, so many of them! turkeys, ducks,

geese, and a peacock with such a big tail, which he loved to spread out so as to have it looked at. I had plenty of sight-seeing to keep me busy all day long.

But I want to tell you children about a mouse. One day I went into a corn field to see what I could find. The corn-stalks were higher than my head, and as I walked along one of the rows I saw a mouse running before me. It was not a field mouse, but a little gray mouse, such as live in our houses. What such an one was doing there I did not know, but a naughty idea came into my head to try to catch or kill it. I had no right to do so, but I was young and did not stop to think that mice have a right to live and be happy as well as we have; so I ran after it.

It was a lively fellow, and ran up one row of corn a good ways and then turned and ran back the next; and so up and down we had a good race, for it could run about as fast as my small legs could carry me, and I don't know how our race would have ended, but there was a piece of board about the size of a shingle flat on the ground between two of the corn-rows, and to my surprise the little mouse popped under it. Then I was sure I could catch it; so I went to it and lifted the board up, but out the fellow jumped and ran off again; but I let him run, for what do you think I found under that board? There was a snug little nest there, neatly made of bits of grass, so round and pretty, and a mother mouse in the nest with six of the sweet little baby mice, all cuddled round her! They looked so cunning! She did not offer to run away, but looked up into my face so earnestly that I thought she tried to say, "You won't hurt us, will you?" I was taken aback, I tell you. No; I could not hurt them, so I placed the board just as I had found it and went away, thinking how that mother must have loved her children, not to run off and leave them in their danger, and I loved mice ever afterwards. W. K.

Other Homes than Ours.

"WHY, Dorothy, what's the matter? why this exceeding tearfulness?" and Tom caught up his little sister and gave her a resounding kiss.

"But Tom, it really is horrid! Mollie and I were to finish our playhouse in the garden to-day, and grandpapa has just gone out in the carriage, and it's too far to walk, and so I can't go."

"Well, that is pretty bad, but can't you go to-morrow?"

"Perhaps; but I don't want to wait, and it's sure to rain!"

"Suppose," said Tom, "that you come with me this afternoon and see the houses some friends of mine are making?"

"Oh, lovely!" exclaimed Dollie, and she ran for her hat.

"Are they great big boys like you, and will they want me, and are they building the houses out of wood, or are they tents, or what?"

"One question at a time," laughed Tom. "No, they are not boys; a gentleman and lady live in the first house, and they have very peculiar manners. He sings all day long, 'Come, come, come, you'll be welcome,' and once when I accepted his invitation his wife went straight away."

"How very rude of her!" exclaimed Dollie. Tom went on: "Their house is peculiar, too. It is built on the ground, with a gypsy tent made of sticks over it. Quietly now, we're almost there! Now, look down."

"Oh, Tom, it's a nest!" whispered Dollie, in rather a frightened tone, as a song sparrow flew almost in her face, "and there are four such cunning speckled eggs in it. May I touch them?"

"I think not, you might break them. Now shall we go on to the next? That is in the old orchard, and we can see My Lady Bluebird without her seeing us. Can you climb up into this apple tree? There, now, look down into the hole in the trunk of the next tree. You see My Lord and Lady were too aristocratic to set to work and build a house like ordinary birds, so they took the hole that the woodpecker had last year and made it comfortable with some dried grass; and now, with their walls all round them, they feel just as if they were in an ancestral castle."

"But I can't see the eggs," whispered Dollie, "are they speckled too?"

"No, pale blue, almost white. Now come to the next tree and see Mistress Wren. She is a sociable little creature, and may have gone to visit her neighbors. Yes, we can see right into the nest and count the eggs. Six of them, and all spotted with brown, but they are much smaller than the song sparrows'. Tired yet? No? Then we will take this path past the orioles' hanging nest up into the wood. First, we will call on the Maryland Yellowthroat. Do you remember him, Dollie? He is smaller than your canary, with a yellow breast and a green back, and he wears a black mask over his face just as if he were a highway robber. But he isn't; he is the jolliest little fellow, and he builds a nest on the ground almost big enough for a robin. I am sure his little wife will be lost in it when it is finished. There it is, under the bay bush; you see they have not started housekeeping yet.

"Now, Dollie, we are going to make our last call, and I think in this house you will find the children all at home. Knock on that rock; that is the front door."

"Why, Tom, it is nothing but a last year's nest blown down from the tree!"

"No, little sister, it is not. Lift up the dried grass; now what do you see?" And under the grass Dollie found a big nest all lined with hair, and inside it four of the cunningest baby rabbits tucked into bed side by side. She stooped to stroke one, and out he ran, turning somersaults in his eagerness to take a little journey into the world.

"It's supper time now," said Tom, "we shall have to make our other visits on another afternoon."

"To-morrow, can't we?" said Dollie.

MARGARET JACKSON.

CURRENT TOPICS.

The Day Was Celebrated.

A LITTLE girl, twelve years old, was told just before the 4th of July that her papa could not afford to buy any fireworks, but that she and Willie would have to watch the other children. The small brother seemed quite resigned to the inevitable, and on the morning of the Fourth marched across the street to watch the other boys fire their torpedoes. But the little girl was not so easily satisfied. She could not believe, at first, that it was not all a joke, and hunted all over the house for bundles which might suggest firecrackers, but all in vain. At breakfast nothing was said about fireworks, and when she was fully convinced that it was not a joke at all, but real truth, and that they were not to have any firecrackers or torpedoes or rockets, she burst into tears and said, between her sobs:

"What do you think Samuel Adams and George Washington and John Adams and John Hancock would say if they were alive?"

This was too much for the fond father, who left the table and went out of the house, returning about two hours later with as many firecrackers, torpedoes, rockets, roman candles and fire balloons as he could carry.—*Boston Journal.*

Practical Benevolence.

THE cheap milk dépôt established by Nathan Straus on the pier at the foot of East 3d street was opened yesterday morning at 8 o'clock, and the results of the first day's sales showed that the people appreciated Mr.

Straus's desire to help them. The customers were of all nationalities. Some were neatly dressed and evidently belonged to the better class of laborers, while others showed the effects of extreme poverty and bore the marks of suffering.

They took the milk away in the bottles which are provided for those who wish them, or in pails and cans which they brought. One woman presented a demijohn, which, no doubt, was surprised at being filled with so mild a beverage as milk. Following the woman was a man with a red nose and leading a little girl, who stood treat for the milk at a penny a glass. Several persons who bought milk early in the day returned again in the afternoon for more, attracted by its excellence and cheapness.

Mr. Straus, led by the success with which his plans for supplying coal at cost met last winter, looked about for another charity when spring came. He made up his mind that he could do the most good by supplying, at cost, pure, fresh milk, and sterilized milk for the babies. The milk is brought from Warwick, Orange County, N. Y. The dock commissioners gave the necessary space rent free, and a long, low building was erected. It is divided into four compartments. In the end toward the river is the salesroom ; next is the iceroom ; then the tankroom, where the sterilized milk is cooled, and the last room in which the milk is sterilized. The process used is that invented by Dr. R. G. Freeman, of this city. The process is called pasteurizing, being named for Pasteur. Eight and 6 ounce bottles are used and each bottle is furnished with a nipple, so that everything is ready for the baby's breakfast or dinner as the case may be.

Six cents a quart is charged for the milk thus prepared, and a trifling amount is charged for the bottle, which is refunded when it is returned. Only the actual cost of the milk, the gas used for heat, and the ice is covered by the price charged. All other expenses are met by Mr. Straus.

A baby can thus be fed for 8 cents a day on food that is absolutely pure. The fresh milk is sold for 4 cents a quart and a cent a glass. When everything is arranged, between one and two thousand families can be supplied each day.—*New York Times.*

Provide Children's Furniture for Guests.

THE baby has outgrown his high chair and cradle, and the question comes up, what shall we do with them? Frequently they are given to a younger sister or brother who has a baby, or they are sold to a second-hand man for a mere trifle, and occasionally they are kept for the use and comfort of the possible guest with a baby. Let me put in a plea for the retention of the high chair, cradle, and the nursery chair. Any mother who has visited with her baby in a family where these are wanting knows how hard it is. The mother of the baby trained to sleep by itself will be delighted to see a cradle in readiness in the prettily furnished guest room, no matter if it is shabby.

When my little H— was two years old we went to visit grandma. Sleepy-time came, and I undressed him and laid him on the lounge, but he would not go to sleep there, neither while rocking in my arms. He grew nervous and restless, and began to cry in dead earnest. About 9 his papa went in search of a cradle, found one and brought it home. The little fellow fairly laughed when he saw it, snuggled down in it and was fast asleep in a moment, Grandpa declared "there was no sense in bringing up children to be so 'cranky'; our babies always slept with us." Our child had slept in his cradle from his birth, because we believed that to be the best place for him, and it never occurred to us that sometime we might have trouble on this account. Grandma has a crib now.

Anyone who has eaten with a baby in her lap knows how tiresome it is. Baby clutches at everything within reach; grandma offers to take the darling, saying, "Now, do eat one meal in peace," and then gives the baby little tastes of everything about her. When mamma protests she will say: "Pshaw, 't won't hurt him; why, when you were only three months old we used to give you a piece

of fat pork to suck." If she had only looked ahead and kept my high chair for the use of my little ones, how thankful I should be. A word for the nursery chair. Store it with the rest of the baby furniture where it can readily be brought out on the arrival of the baby. With these three articles at his disposal the visiting baby ought not to be much upset, and his mamma will have no occasion to declare that she "won't go visiting again until the baby has passed the stage where his comfort depends upon having his especial furniture." —*May W., in The Housekeeper.*

The Hygienic Virtues of Boiling.

MODERN science has demonstrated that it is not the people or even the goods coming from infected ports which are to be dreaded, but the germs of disease which these may carry, and these it is the object of quarantine to exclude. The doctrine that every living cell springs from some pre-existing cell is now practically established.

So far as is known all contagious diseases are caused, at least primarily, by the growth of minute vegetable organisms which multiply in the blood. If these organisms escape the many destroying agents which guard the system from their attacks, their effects are evident in a comparatively short time, varying with different organisms and always within narrow limits. The object of all modern quarantine is to detect and destroy these little organisms, so dangerous to the health of mankind.

Methods of detection of the presence of many of these microbes are known, but they are so difficult of application that they are rarely used. There are certain diseases which there is every reason to suppose are caused by germs, among them smallpox and other eruptive fevers, but the germs of these diseases have never certainly been identified. If persons sick with these diseases arrive at a quarantine station, the fact is sufficient evidence to subject the entire vessel to the strictest disinfection, for the germs are almost certainly scattered throughout it.

Disinfection is simply the destruction of the germs of these minute plants. Nothing is simpler than to destroy these delicate life forms, but of the many methods known none are free from objection. An elaborate series of experiments a few years ago, to determine the practical value of a number of widely used disinfectants, proved that exposure to moist heat of 212 degrees Fahr., and over, continued for a few minutes, was absolutely fatal to all disease or other germs.—*Popular Health Magazine.*

The Undesirable.

SHE came into the car when the train stopped at one of the small towns in Pennsylvania. She was so thin that the joints of her anatomy were accentuated; you thought of them at once. Her voice was thin and high. Her hat was very large, and was the foundation for a respectable garden of nodding roses. So gay, so pronounced, was the hat, that one looked at the wearer more keenly; she sank down in her seat with a sigh and a murmur of discontent, and at once took from her satchel a lemon and began eating it. By this time it was discovered that she was a young girl. She ate the lemon, and announced to her companion that it was the third she had eaten that day. She was colorless, her complexion suggesting paste; she was so nervous as to arouse sympathy, so irritable as to produce a feeling of pity for any one who had to live with her. A few years will find her a physical wreck. She quoted from "mamma" so loudly as to make one familiar with that unwise person's views on every subject, and before the journey's end was reached one knew the condition of her wardrobe.

The journey began early in the morning and for the lover of lemons ended about four in the afternoon, and she never stopped talking for longer than five minutes, and she ate lemons in that interval. She had no more conception of self-control than a mouse; she attended a high school, and, if truthful, had as much social opportunity as her little city afforded.

One shuddered when one thought of the kind of woman that must result from such a method, or lack of method, of training.

How dare a woman who has lived long enough to become the mother of a child allow that child to develop so unnaturally? Temper, voice, manners, appetite, all left untrammeled; in fact, the abnormal, not the normal, had been fostered, and the result was such that every thoughtful observer must have prayed, "O Lord, save this child of thine from carrying out the purpose of creation, for what she would perpetuate would defeat the end thou hast for mankind—the upbuilding of those created in thine image!" Surely the end of each child's training should not only be the developing of that child, but should look forward to the educating of the fathers and mothers of the next generation. The benefit conferred on posterity is not confined to tree-planting. Every hour spent in developing with clear-sighted vision the man, the woman, hidden in the baby's form, means a new race, to bless the generations that preceded it.—*The Outlook.*

Efforts in Which All Should Join.

DURING the past two years the various branches of the Health Protective Association in New York, Philadelphia, Brooklyn and Pittsburgh have been endeavoring to awaken public sentiment to the fact that public expectoration is not only vulgar and offensive, but, owing to the great prevalence of tuberculosis in its different forms, a positive menace to health.

I believe the anti-expectoration agitation began in this city, which is not surprising, as the spitting habit prevails here to a greater extent than in any other civilized city of my knowledge. Our theaters, public halls, conveyances and pavements fairly reek with noxious saliva. Reform in this particular is imperatively demanded in the interests of cleanliness and health.

Physicians all over the country have sent us letters of sympathy and encouragement, and several prominent medical journals have spoken of this movement in terms of the highest praise.

We began by petitioning the railway and traction companies to have notices posted in their conveyances and station-houses, requesting men not to spit upon the floor. By sheer persistence we have succeeded in persuading most of the companies to comply with our request. We have placed in the public schools and in the boys' schools throughout the city the following notice, prepared for us by the State Board of Health, which instructs the children in the offensive and contagious nature of this practice:

THE COMMONWEALTH OF PENNSYLVANIA.
State Board of Health to the Public.
DO NOT SPIT
ON THE
FLOOR OR SIDEWALK.

Not only because the practice is vulgar and disgusting, but as soon as the expectoration dries it becomes a fine, light dust, which

FLOATS IN THE AIR WE BREATHE
AND IN THIS WAY CONVEYS THE
GERMS OF DISEASE FROM PERSON TO PERSON.

Especially is this true of the expectoration of CONSUMPTIVES, which is invariably found to contain the germ of tuberculosis.

These placards are printed in large display type on heavy cardboard and cannot fail to attract attention.

We shall send a petition to the State Medical Society, which meets in convention this week, urging them collectively and individually to condemn the prevailing habit. We look to the medical profession to take the initiative in this reform.—*Imogen B. Oakley, Secretary Women's Health Protective Association of Pittsburgh, in the Popular Health Magazine.*

Experiments in Avoiding Sunstroke.

A CORRESPONDENT writes as follows to the Lahore *Civil and Military Gazette:* "With reference to the protective effect of certain colors against the sun's rays, years ago, on my way out to India the second time, having already been invalided home once from the effects of the sun, it occurred to me to try the photographer's plan. I reasoned to myself that since no one ever got sunstroke

or sun-fever from exposure to a dark source of heat or even to one which, though luminous, possessed no great degree of chemical energy, the furnaces in the arsenal for example, it could not be the heat rays, therefore, which injured one, but must be the chemical ones only. If, therefore, one treated his own body as the photographer treats his plates, and envelops one's self in yellow or dark red, he ought to be practically secure; and since the photographer lined the inside of his tents and belongings with yellow, it was obviously immaterial whether one wore the yellow inside or out. I had my hats and coats lined with yellow, and with most satisfactory results, for during five years and even extreme exposure never once did the yellow lining fail me; but every time that, either through carelessness or over-confidence, I forgot the precaution, a very short exposure sufficed to send me down with the usual sun-fever. Many friends tried the plan, and all with the same satisfactory results."

Individual Peculiarities for Teachers to Study.

The teacher is under an obligation of the most important kind to have a due regard for the health of her pupils, and to apply the principles of the most recent sanitary knowledge.

Teachers find that they have to try to teach pupils who are suffering from some mental disorder. These cases lie on the broad border-land between sanity and insanity. Mental defects and disorders which we here consider are to be treated as morbid weaknesses. Single symptoms are comparatively unimportant, but a group of these mental symptoms may possess great significance. A few hallucinations may occur in the life of the adult and may possess little significance, but a frequent occurrence of them has an important meaning. Children, when left in the dark and before they get to sleep, often have hallucinations of vision; but these, which do not appear abnormal in the child, would be considered serious and significant in a person in later life. Another child may have more painful and terrifying hallucinations. But the question to be asked is: Do these symptoms have a fixed recurrence? Is there an organized system and group of them? If so, they are significant. The really burdened child shows a disposition to become delirious at the slightest disorder. He may become pessimistic unconsciously. What he needs is careful and thoughtful training by those who by tact and personal influence are fitted to be his advisers. He may have inherited a bad nervous condition, whose possible future effects should be considered. But this descendent may suffer in new ways, or his inherited tendency may die out. You should respect heredity, but you should never despair on account of it. Great precociousness, moreover, demands special care in training.

In youth, classes of mental morbid symptoms will usually take the forms of deranged mental and physical habits. The anomalous youth has long developed trains of thought and habit which we do not expect to see. The indications are found in the will. One person may be exceedingly conscientious, another maliciously willful, a third extremely plastic; but all show a hesitancy in willing. There is an incomprehensible doubleness of life in the mentally burdened person. He perhaps broods, or studies with a feverish energy, yet fails, or shuns comradeship, or is malicious and exceedingly willful. The question whether the youth is a fool, a sinner, or a patient is for the teacher to determine. In judging mental defects he must know the purposes which the mechanism of the brain normally accomplishes.

It is for the observer to determine how far mental disorders should be treated as of morbid type. Boys and girls have unformed habits, which therefore seem capricious and disorganized. But they are simply marks of their age, and are transient and extraordinary. If, however, these irrational and unsystematized actions on the part of the child become habitual, they demand scrutiny.—*Prof. Josiah Royce, in Journal of Education.*

THE

Mother's Nursery Guide.

BABYHOOD

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ROUND SHOULDERS.

BY MARY TAYLOR BISSELL, M.D., NEW YORK CITY.

ROUND shoulders are an exaggeration of one of the physiological curves which exist in the spinal column.

The spine in the new-born infant is straight. When the child begins to sit, however, the weight of the head and shoulders upon the spine necessitates a certain curve on its part, to preserve its equilibrium. In standing and walking still other curves are developed, due to the changed position of the pelvis in these attitudes.

The result is the establishment of the so-called physiological curves found in all persons, which are constant, but which vary in degree according to the habits and occupations of the individual. These are: A long curve in the dorsal region with the convexity backward, a shorter one in the neck, which gives the pose of the head, and one in the lumbar (waist) region, with the convexity forward, giving the hollow in the back.

These curves are somewhat straightened out in lying down, as we know a person is slightly taller at night than in the daytime, by about three-tenths of an inch. In round shoulders, then, this physiological dorsal curve is more or less increased; the back has a marked convexity in the shoulder region, the shoulders are somewhat drawn forward, and the shoulder-blades project back and out with a wing-like appearance. The head is also generally carried forward.

Faulty Positions in School.

This condition, which is a very common one among children, is generally caused by faulty attitudes in sitting and standing in school, and often at home as well, for which the occupations of growing children offer special facility. The ordinary child from seven to fifteen years of age is confined in school for from three to five or six hours, depending upon his age. During this time he sits in a chair which was neither designed for him, nor especially accommodated to him. In many schools little attention is given to the relation of desk and chair as regards their height, distance from one another, and general comfort. The result is that a child often sits for hours before a desk which is so low or so distant from him as to make it necessary for him to carry his head forward, in order to see properly.

If the back of the chair is not properly constructed, if it does not follow the natural curves of the spine, the child's back is not adequately supported and may sometimes be actually pushed forward at the shoulders by the forward curve of the chair-back at this point, thus favoring the very evil we have in mind. The attention of the child at school is diverted to books, and one so diverted will pay small regard to the position his body assumes while thus occupied, so long as he can see his work.

A low desk, or one too distant, poor eyesight, or too long confinement at writing or copying, all these will keep the head drawn forward, stretching the muscles of neck and shoulders, and preventing the proper expansion of the chest muscles. Any of these positions assumed for long periods of time are especially liable to affect the growing child.

These attitudes which bow the spine press the anterior segments of the vertebræ to-

gether, and, while it is probable that the bad effects are first seen upon the muscles, there is in severe and long-standing cases a hardening of the spinal column in the direction of backward curvature, making a thorough correction of the deformity very difficult. This condition, however, rarely, if ever, occurs in young children.

The effect of faulty attitudes in inducing round shoulders is very evident in tailors and cobblers, whose work is such as to necessitate a constant bending forward of the head, in order to see the work which is held low upon the lap. The same condition is found in some professional gymnasts, who have brought on this deformity by too assiduous practice on certain apparatus, notably the trapeze and the hanging rings. In these exercises there is a constant pulling forward of the shoulders due to over-exertion of the chest and shoulder muscles, which in time become what is known as muscle-bound. Such gymnasts may have an otherwise fine muscular development, but their appearance is greatly injured by the condition of round shoulders and of relatively narrow chest.

Weakness of muscles, due to recent disease, to general ill-health or to lack of use, may be another cause of round shoulders, and this, combined with the tendency referred to of assuming faulty positions in school, will permit of the establishment of this deformity.

It may be asked why some children who are subjected to these school and home influences become round-shouldered, and others do not. The reason may often be found in the temperament of the child. A child who is vivacious and active is less liable to such deforming conditions because of the constant changes in position he will make. An active child, constantly running and jumping or moving restlessly about, may in such activity exercise every muscle of the body, and will in this way avoid the chances that surround one who is more phlegmatic. The phlegmatic child gives his stretched or contracted muscles little opportunity of returning to their normal condition.

The spine is composed of many segments, called vertebræ, which are bound together by ligaments and held erect by these and by the numerous short and long muscles which run between these segments, as well as through its entire length. The erect position of the body in standing and sitting is only maintained by the proper contraction of all of these muscles.

So much laxity is permitted in attitude, both among children and adults, in sitting and standing that a certain conscious effort is necessary to maintain the erect position, and the cultivation of this consciously erect attitude should be largely a matter of home training. The domestic life of the child is somewhat responsible for round shoulders, particularly in two respects, one being the same lack of attention to position in home writing and reading as may exist in school. The child reads perhaps in easy chairs intended for his parents, the high backs of which push his head forward, and his book is held low on his knees; or he writes at a table too low for him, or not properly adjusted, which induces him to stoop the shoulders and neck forward, giving him the deforming backward curvature in that region and preventing the expansion of the chest muscles. So much does this position become a habit that children will often involuntarily assume it when called upon to write or study, even when the chairs and table have been properly adjusted for the correct attitude.

Tight Undergarments.

The attention of the writer has been particularly drawn of late to the influence of tight or wrongly constructed underwaists in assisting this deformity. The corded underwaist, which is generally worn for support of skirts, underclothing and side garters, is quite capable of doing harm, unless very loose and properly fitted over the shoulders. The material is perfectly unyielding, and has non-elastic shoulder-straps which are often buttoned or fastened in front. These straps, if tight, have a tendency to pull the shoulders forward and to prevent the proper expansion of the chest, and any backward movement of the shoulders and shoulder-blades is defeated or made uncomfortable by the limitation.

Such articles of clothing are very pernicious in their constantly exerted, although slight, pressure, and may be partly responsible in some cases for round shoulders.

The prevention of round shoulders would naturally seem to consist in attention to the domestic and school hygiene of the child, particularly as regards positions in writing or studying, and in piano practice; in care as to the proper proportions of chairs and desks, and in the provision of some systematic physical exercise which shall strengthen the muscular system as the great factor in maintaining an erect carriage.

As regards school life, short hours for young children should be the invariable rule. No child under ten should remain in the schoolroom over three hours, and less time should be allowed if he is delicate. The immobility which is more or less the rule in school discipline is in itself a barrier to good bodily development in the young. All children should have a few moments' interval between lesson periods in which to run about and change position. Failing this, a few brisk arm and leg exercises should be introduced, to be taken standing at the desk. Such exercises should include backward bending of the head, arms and trunk as far as possible under the circumstances. It is most desirable that schools, in addition to this, should have stated periods in which scholars should receive some definite instruction in light gymnastics, marching and the cultivation of a good carriage.

Desirable Improvements in Furniture.

The hygiene of school furniture has been much discussed, and the result has been that in most good schools several sizes of desks are provided for different ages. As, however, the age of the child by no means determines his height, it may be that one undersized boy of ten years may find his desk too high, while the next one of the same age, being overgrown, would find the same desk too low. It is manifestly necessary to have a system of desks and chairs which are easily adjustable, so that in every case they may be fitted to the children, and not the children to them. The writer has been favorably impressed with the efforts of Mr. C. E. Bobrick, civil engineer, in this direction, and would recommend his adjustable furniture to parents and teachers, confident that systematic exercise alone will not overcome the effect of constant occupation in abnormal attitudes. The special feature in this furniture is its adjustability to every child.

Attention must also be given to the position of a child at the piano. The ordinary piano stool should never be given to children. A comfortable high chair should be provided with a back which supports the spine to the point of the shoulder-blades, and, if necessary, a small hair-cushion, fitted in the lumbar region. A foot-bench should always be provided.

A Few Exercises.

When the condition of round shoulders already exists, however, in addition to the measures already mentioned, more vigorous ones should be taken. These will consist of prescribed exercises for the muscles that sustain the head, those that hold back the shoulders, and those that support the spine. In ordinary cases a systematic and well-arranged course of muscular exercises will suffice to effect a cure. In severe cases it may be necessary to resort to the use of braces in addition. There is a triangular-shaped muscle known as the trapezius, which extends from the base of the skull to the lower border of the shoulder-blades, which is especially to be brought into play in such cases; and exercises which carry the head backward, those which involve throwing the arms back from the shoulder, as well as backward movements of the upper spine in connection with arm movements, are all excellent for this purpose.

The following exercises may be practiced:

(1) Raise arms before you shoulder-high. Extend arms sidewise. Throw head back. Straighten head. Move arms forward. Lower arms. Repeat these ten times.

(2) Stand erect. Raise arms before you. Rise on tip-toes, then throw arms as far backward as possible. Sink again on heels and drop arms to side. Repeat ten times.

(3) Raise arms, with elbows bent, shoulder-high, bringing palms together in front of face, then, with elbows still bent, swing both arms vigorously backward as far as possible, even with the shoulders, palms looking forward. This should be repeated several times; but as the position is somewhat fatiguing, rest or change of exercise may be made between the movements.

(4) If the child is young, an excellent exercise for the muscles which keeps the head erect is the following simple one: Let the child sit in front of mother or nurse. Place the hand against the neck and base of skull and have the child push the head back against the attendant's hand as far as possible, the attendant resisting the pushing, and gauging her resistance by the strength of the child. Return to upright position and repeat the exercise. The same exercise given to the whole spine is excellent. Both hands may be placed against the shoulder-blades of the child, who is told to push backward, holding the head and spine rigid, as far as possible. In returning to the upright the backward movement may be repeated.

(5) Exercises with a wand or cane may be given, in which the wand, held in both hands, is carried from above the head back and down behind the hips, the head being thrown backward at the same time. This movement enforces a correct position of the shoulder-blades, and if taken vigorously is helpful.

(6) The following exercises should be taken with assistance of mother or nurse, or are perhaps best given for the first few times by a physician or trained assistant, who can better gauge the strength of the child, but after that are in themselves easily done: Let the child lie on a table or hard couch, or on a rug on the floor, face down. The feet being held down by the attendant, the child raises the trunk and bends it backward as far as possible, throwing head back with the shoulders. The hands are clasped behind at the waist. Lower body to original position. Repeat three times.

(7) Better still than lying on the floor is a position with the head and shoulders extended over the padded edge of the table. If the child is strong enough the same backward extension of spine and shoulders given in No. 6 should be taken, at the same time executing simple movements with the arms, extending them above the head, sidewise, and finally down to side on table, and throwing the head well back while performing these movements.

(8) Same position. Bend arms at elbows, resting hands on shoulders. Raise head and spine as before, throwing elbows backward as far as possible.

(9) Same position. Raise arms sidewise and throw them back as far as possible as though touching backs of hands, raising head and body as before.

Children with round shoulders should sleep on a very low pillow, or, better, with no pillow. They may also be allowed to read in the prone (not supine) position, resting on their elbows with the book at a proper distance from them. This position throws out the chest and throws back the shoulder-blades, and is useful to that extent.

HEALTH AND MORALITY.

BY J. BRUYÈRE, M.S., M.D., TRENTON, N. J.

VERY much has been said and written concerning the physical and moral training of children; yet there remains scarcely a subject that has been more misapprehended and more unwisely put into practice. In order to develop the highest type of manhood or womanhood, there must be a symmetrical development of the physical and moral nature. The physical and moral nature are so closely allied, so correlated, that all conditions affecting one modify the other.

This mutual relation and interdependence

makes symmetrical development a necessity. Neither the physical nor the moral nature can reach its highest development at the expense of the other. All bodily and mental conditions affect conduct and character; hence, sound health is the foundation on which to erect a good moral superstructure. The symmetrical development of children—the production and preservation of a sound mind in a sound body—is the imperative duty and should be the highest object and aim of every parent. The proper training of children, therefore, becomes one of the most potent factors in civilization, and parents are largely responsible for the future welfare and happiness of their children and of the race.

At birth a child is simply "organized suction." He is a little bundle of animal appetites and propensities, with latent potentiality for good or bad. He is simply what he is by inheritance, as he has yet acquired nothing. He develops in body and mind according to natural laws. At first, hereditary tendencies predominate; then, finally, through environment and education acquired tendencies prevail, and life is thus made up of predisposition and acquisition. Predisposition, or hereditary tendency, determines greatly the nature, quality and extent of all acquisitions—physical, mental or moral. It is essential, therefore, that children should be well born, as well as properly trained. Training should precede birth. A child's physical and moral character is determined by his physical, mental and moral inheritance, as well as by environment and education. The great laws of hereditary transmission are inexorable. Like produces like, each after its own kind. As the parent, so the child. We do not gather grapes from thistles. Parents should not be selfish or immoral and then expect their children to be angels of light.

The differentiating characteristics of children are easily traced to their source in their ancestors. They cannot escape from their ancestors, who write the notes for the music of their lives and are largely responsible for the result, be it harmony or discord. Parentage is the loom that weaves destiny. It is the fate, limitation, necessity that circumscribes and enthralls some, and it is the gate of liberty and of opportunity for others.

Children are not born with equal physical, mental and moral capacities. Each individual nascent germ seems to have a formative capacity of its own. Some inherit a weak constitution and an innate incapacity for mental development. Many are deficient in bodily or vital energy, and are weak, nervous, excentric, wayward, and predisposed by their very organization to fall. Congenital defects enfeeble mental functions. A child that is born with a weak will and strong appetite is ofttimes so limited and restricted as to become easily a slave to them.

A good physical development and a sound nervous system are choice inheritances, and should be the birthright of every child. If a child inherit these, his moral and spiritual nature will be greatly improved and more easily developed. Moral obliquity may be due principally to disease or to inherited tendencies; hence the moral nature to a great extent depends upon and is regulated by the physical conditions. Correct physical conditions promote morality. It would seem that moral changes, like intellectual changes, are closely dependent upon physical causes. For instance, an attack of epilepsy sometimes not only effaces the memory, but the moral sense as well. Sometimes a fever or an injury may entirely change the moral character. Thus moral peculiarities are sometimes constitutional.

Environment and education may do much to overcome the ills of a bad inheritance, but they cannot always overcome the effects of a bad organization. Bad hereditary influences, except in a few cases, do not eliminate moral responsibility, but in many cases they greatly modify and limit it. Evil ancestral influences may produce such a flaw or warp of the mental faculties as to lead one to become vicious or criminal. Crime is sometimes the result of an actual disease of the nerves; hence some criminals are born, not made.

Man's responsibility for crime has a limit fixed by the amount of nervous, mental or moral defect in his organization. Pre-natal influences or the inherited diseases and

tendencies frequently culminate in an inborn instinct to commit crimes. In such the instinct of pity or of honor is deficient—they are moral-blind. Environment and parentage—as Lambroso, Lévy-Brühl, Garofalo and others maintain—exert a most potent influence in forming a vicious or a virtuous man; indeed, the seeds for a criminal are often laid even before his birth. Parents who possess a diseased nervous system and are deficient in the moral elements entail a morbid tendency upon their children. It is of prime importance, therefore, that the nervous system of parents should be kept healthy and normal. The Italians, Spaniards, Mexicans, etc., are a very emotional people, but they are not pre-eminent for their morality. The more we act on impulse, the less are we guided by the rational will. A sound nervous system, by balancing and guiding the emotions, promotes morality. Pain and sickness often sour the temper and contract the heart and lead to many forms of wickedness.

When there is great mental or physical depression, the conscience may become neuralgic and the individual a spiritual hypochondriac. Carlyle complained of being "bilious, nervous, impoverished, bug-bitten and be-devilled"; hence we do not wonder that he was, as he says, "splenic, sick, sleepless, void of faith, hope and charity—in short, altogether bad and worthless." "Happy those," he says, "to whom Nature has given good animal spirits. It seems as if the problem of living would be immensely simplified to me if I had health. I declare solemnly, without exaggeration, that I impute nine-tenths of my present wretchedness and rather more than nine-tenths of all my faults to ill-health." His moral condition was but a reflex, or an echo, of his physical condition. There are those whose bad disposition or temper is due to bodily infirmity or disease, and others whose bad disposition is due to defects in character. Carlyle strove manfully to live a noble and pure life, with the highest ideals of manliness and virtue ever before him, and his bad disposition was not due so much to defects of character as to poor health. As Mr. Beecher once said: "A man must ask leave of his stomach to be a happy man. Good digestion, you are good-natured; bad digestion, you are morose. Half the grace that's going is nothing but food." A diseased organization gives color and shape to the disposition, motives, thoughts and acts. The color of light is determined by the medium through which it passes. Dyspepsia may produce a gloomy, morose disposition, which is the medium through which all things are viewed and judged. This leads to erroneous views and erroneous actions. On the other hand, a person of a cheerful, benevolent disposition views the world through a Claude-Lorraine glass, and to him everything assumes a bright and sunny aspect. In this clear summer atmosphere reason and conscience become clearer and sounder than when exercised in the foggy and chilly atmosphere of a morose disposition.

It is equally true that all mental conditions affect the body. A melancholic temperament is subject to depressing emotions, and depressing emotions greatly influence the physical condition by causing changes in nutrition, secretion and excretion. Depressing emotions may change the amount of gastric secretion; may increase the quantity and vitiate the quality of the biliary fluids; may check nutrition, and even produce fatal anæmia.

It seems scarcely possible to overestimate the scope and importance of those laws which tend toward the acquisition and preservation of health, physical, mental and moral. If a child is scrawny and sick, peevish and morose, full of bile and "cussedness," he will upset the decalogue and break every commandment; but do not set him to reading "meditations on death," or to studying catechisms, but send him to the gymnasium, allow him to commune with Nature in the open air, and he will develop a better disposition and a better character. Those pale, devitalized, saintly children, filled with negative goodness and amiable tameness, are insipid and incapable of those positive, robust, aggressive virtues so much in demand at the present day.

All those, therefore, to whom is entrusted the training of children should recognize the fact that sound health promotes morality and spirituality, and they should strive to develop soundness of body and mind, if they would exert the most powerful and fruitful influence toward the upbuilding of purity and morals.

TYPICAL CASES OF CHOLERA INFANTUM IN NEW YORK TENEMENT HOUSES.

From an article in the New York Medical Journal.

BY J. F. CHMELLICEK, M.D., DETROIT.

IT has been my happy lot to practice medicine among the population occupying the tenement houses of New York for the past three years. I call it a happy lot. first, because it has given me the opportunity to treat more cases of cholera infantum, or so-called summer complaint, than all the other diseases of children put together; second, because it is the best field for young physicians open for observation, and there are unique cases that can not be found in clinics or dispensaries, as you come in direct contact with the most unhygienic and unsanitary surroundings, and in direct contact with the bare truth. I do not need to go into a long and time-absorbing description of those large tenement houses, with which everybody is more or less familiar, but I will describe the one I have connected with my observation, and will mention it with the first case that came under my treatment.

It was in the latter part of June of 1890, when I was aroused one morning to hurry down to see a patient in East Seventy-third street, who was suddenly taken sick after a very warm, sultry night. Walking alongside of big tenement houses, I came to the number indicated in the message. I noticed a great display of meat before a butcher shop that was located in the same house, a grocery store next to this, and a saloon on the corner, an Italian fruit stand completing the quartette. Upon entering the hall, I almost fainted with the terrible smell of half-decomposed meat being boiled in the back room of the butcher shop, from which all the vapors entered the hall and ascended to the upper floors. Before I reached the top floor I perspired freely, and had to gasp for fresh air. The house was fully occupied by sixteen families, numbering in all eighty-two persons, forty-two of whom were children, and of this, fully half below five years. Every door was open, but the windows leading to the dark air-shaft were closed, to avoid the draft, as I found out later. The door leading directly into the kitchen of the apartment to which I was directed was also open, and passing through I came in contact with my patient lying on a lounge in the front room, of which the windows were tightly closed; immediately I opened the windows, but the rush of the foul air from the floors below made such a terrible draft that I ordered the door leading into the hall to be closed. The heat from the stove and radiating from the roof (this

being on the top floor) made the room as hot as a furnace. After getting the history and making the examination of the child, I made the simple diagnosis of cholera infantum, and sat down to the table to prescribe.

There was such a buzzing of flies leaving the oilcloth-covered table as I had never seen before, and, on my mentioning this fact to the people, I was told they were lucky, for the people down below had the ceiling almost black with them, of the truth of which I had plenty of opportunity to satisfy myself later on. At that time I did not pay any more attention to it, the child being fed at the table and being in dentition. I ordered a general bath lasting five minutes, with friction; then cut off all food supply except milk with lime water, prepared according to Dr. W. H. Thomson's formula—viz., cream, ½ ounce; milk, 2 ounces; lime water, 2 ounces; sugar of milk, 1 dram—and, prescribing powders of calomel well triturated with saccharum lactis, left and promised to call the next morning. The same day, about three o'clock P. M., I was hurriedly summoned to see my patient, as he was in convulsions, with high fever. I immediately departed for the house, ordered mustard poultices to be applied to the abdomen, and myself prepared a bath, finding the convulsions due to some intestinal irritation. The child soon rallied, but the people insisted on giving some other medicine, the powders having caused more vomiting.

I gave the common chalk mixture with an addition of bismuth, and inquired if the child had been fed as I had ordered. I was told it was, except that instead of using milk-sugar they used a teaspoonful of common sugar from the bowl standing on the table; out of mere curiosity or impulse I looked in, but I cannot describe my surprise at finding the sugar covered with a black, crawling mass of flies, and having the appearance of raisins more than sugar; and on driving them away and examining it I found the side of the bowl covered with the excreta of the flies; also making the granules appear almost gray. My suspicion was aroused, and on looking around I found a piece of soiled linen thrown carelessly in the corner of the kitchen; also, vomited matter on the floor, covered with flies. Before leaving I received an invitation to call on the floor below and see another patient, a girl of eight months with the first dentition; child feeble, being fed on bottle since four months old; people used condensed milk diluted with water drawn directly from the pipe; they also gave brandy in sweetened water, as they had lost one child a year before, and had been told to do so by the former physician. The child took on an average from two to three tablespoonfuls of brandy in water a day, its thirst being immense; this naturally required the addition of sugar, which was exposed as carelessly as with the former case in an open receptacle, for the benefit of the flies in another room. After I left the room I went home, and, being at the time a recent graduate, I took out some books and informed myself on the subject thoroughly, but not to my satisfaction, as I have not found in the leading text-books any mention made of the ætiology having any connection with the use of sugar, or of flies acting as carriers of the infection in coming and going from the soiled floor and linen into the sugar receptacle, and conversely, depositing fæces on the food to be consumed.

The night following I was called to attend two children in other parts of the city, but, the next day being very sultry, the increase in the little patients was enormous, three more being in the house adjoining the one mentioned above, and one more in the same house; this was on June 26th. All of these children were taken sick suddenly, and all were fed more or less on artificial food; many of them were given sweetened water with different flavors, but mostly brandy; also, watermelons bought from the Italian fruit-dealer on the corner. Vomiting and purging were predominating in those who were not teething; fever, colicky pains and convulsions, in those who were teething. After carefully examining and comparing the facts I came to the conclusion that there existed a direct proportion between the number of flies in the rooms, the amount of sugar consumed, and the clean-

liness of the parents; also, the existence of raw meat in the immediate neighborhood; and after removing the child from the house and giving him nothing but cold lime water sweetened with a little glycerine, the child got better in a few days. I regarded medicine containing sugar as doing more harm than good, and endeavored to impress my patients' parents with the idea that leaving the child twenty-four or forty-eight hours without food would not starve it, but feeding it with polluted sugar-water or sweetened milk, with the sugar used from the receptacles exposed to the flies, would be certain death.

LEAVING CHILDREN TO THE CARE OF NURSES.

BY MARIA M. VINTON, A.M., M.D., NEW YORK CITY.

THERE is no duty of the mother so important, so sacred, as that of personally caring for her children, especially when they are very young. Duties to society, to education, to philanthropy, should all be secondary to this home duty.

What excuse can be offered for the woman who hires a nurse for her children and then gives up all her time to so-called duties and pleasures which call her outside her home and away from the supervision of the nursery? It is not easily possible to secure for money, however liberally one may be able and willing to spend it, a person who will equal in refinement and education the child's own mother.

The care of children has been regarded as one of the lower occupations, and few educated girls will take the position of a nurse. Yet the brain and the thought-power of a child develop far more rapidly during the first two years of life than at any later period, and the child's disposition may be easily spoiled by injudicious handling. The difference between a fretful, cross child, making himself a nuisance to all around, and a sweet-tempered, laughing baby, is largely a matter of regularity and careful management. The impressions received, the language spoken, and the direction taken by the child's mind, are those of the persons with whom he comes most in contact. It is for this reason that French and German nurses are often sought, that the child may easily and naturally learn a foreign language. One hour with the mother will not counteract the effect of twenty-three hours with the nurse. Even granting that the care of an intelligent nurse over the physical wants of a child is of more value than that of a mother (which I do not believe), the direction of mind is far better taken charge of by the mother. This is not advocating a precocious education for the baby, but simply that the budding mind may have the best atmosphere to unfold in.

Let me give a few examples of the false impressions that the little ones often receive from their nurses. Many children live in constant terror of the "bugaboo" who catches naughty ones in the dark, or the man under the bed who will come out after them if they are left alone. Or they are taught to fear mice, spiders, worms and other harmless lower animals. This fear is never natural to children, but is taught them at so early an

age that they seem to have been born with it. A little child who sees a worm for the first time feels only interest and curiosity about it. He laughs, and wants to put his finger on it, to see how it feels and what it will do. Some ignorant person says, "the worm is nasty" or "the worm will bite you"—and the child ever afterward fears that he may be bitten or poisoned by a creature that has no weapons against the human race, and whose habits are intensely interesting to many older as well as younger people. There is nothing more ridiculous than to see a girl scream and run away from a tiny spider. I know a lady who was laid up three weeks with a sprained ankle, the result of her frantic attempts to escape from a little mouse, who was doubtless far more frightened than she. Yet I cannot remember the time when I had the slightest fear of any of these creatures. My mother taught me that they were harmless and interesting. Teach a baby under two years this fearlessness, and his mind will never be influenced against his early teachings.

Little children are naturally cruel from ignorance, and need a gentle mind to teach them that an insect or a kitten can feel pain as well as they. The girl, at six years old, who drags her kitten around the yard by a string tied round its neck, began with a nurse who did not teach her to care for and protect all beings weaker than herself.

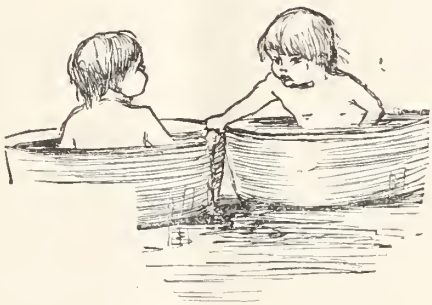
Can we trust the nurse to guide and develop the early sense of right and wrong? Too often she comes from a family or a race in which these distinctions are far from clear in the minds of the elders. The child soon learns that nurse does not always tell the truth, that her word can not be depended upon, and he naturally imitates her in this respect. We see little children pushing one another away from the best place, seizing the best piece of cake or the largest orange. It is but natural to the human mind. But this little seed grows into the great tree of selfishness and carelessness of the interests of others, of which we see so much in adults. Some children scream and howl whenever their wills are crossed in any way. A firm hand to break this habit means comfort and peace for the family in the future. These lessons of fearlessness, of unselfishness, of kindness and of self-control cannot be learned too early. The child who lacks these lessons develops into an excitable, high-strung, nervous being, a curse to himself and a constant anxiety to his parents.

Let us turn to the physical side of the baby's nature. If it were the custom to train young women to the care of well children, as it is to train them in the care of the sick, the nurse might be trusted with their physical welfare. But, unfortunately, our nurses are trained by experience only. All that is necessary is for a young woman to decide that she likes the care of children, and to present herself before the public in that light, to have her received into some unsuspecting person's family and given the care of young children. She is probably ignorant of the rules of hygiene, of the needs of fresh air, and the ways of ventilating a room without a draft, of the proper temperature at which to keep her nursery, and the best ways of feeding children. She has seen her small brothers and sisters sit up to all hours of the night, eat anything they can lay their hands on, and at any time they see fit to want food, and tumble about the floor as they like. These plans tried on her new charges soon bring about indigestion, bronchitis or irregular habits of sleeping. The results are but natural. In the absence of her mistress, she corrects her little charges at will; they learn to fear a blow, or to scream for whatever they want. The foundations are laid of ill-health and an excitable, unstable, nervous condition, which has much to do with the prevalence of nervous diseases in later years.

Am I depicting an extreme case? Then modify it for yourselves, and fill in the picture with other details. Let us take an "experienced" nurse. Can you safely trust her discretion in the matter of taking the children out in all weather and to all places? I know of a nurse who took two children, two and a half and five years old, to her home, where her father lay in bed, sick with smallpox. It was only by the description by the older child of "a man with sores all over his face" that

the horrified mother learned where her children had been. The nurse had been so used to the presence of smallpox in a southern city that she knew no better. Many of the nurses whom I see on the street are attending far more to gossip about their own affairs than to the welfare of their charges. If we fear to entrust our valuable bric-à-brac to the care of servants, how much more precious are these troublesome little comforts?

Then watch over your nurse in season and out of season; study hygiene and diet; find a physician not too busy to talk over these subjects with you, and let him teach you how to keep your children well, instead of coming to them only when they are sick; and never let your nurse think that she knows more than you about the care of children. Spend as much time as you can possibly arrange with the children, and leave some of the cares of society and of charity to the women who have no "little darlings." A physician's wife said to me the other day, "I fear I shall not have time to come often to the club, as I am one of the mothers who are old-fashioned enough to take care of their own little girls." I went away, thinking what a sensible mother she was. Above all, teach your children to love you most of all, and not to cling to the nurse in preference to you. This will take time, but in it lies the hope of making them healthy, hearty and pure-minded.



INTERESTING THE LITTLE ONES.

BY CLIFTON S. WADY.

THE best and the most of childhood knowledge comes not through direct effort with this end in view, but it is "absorbed," so to speak, through the senses. Familiarity with a thing—contact with it—is enough for inquisitive and acquisitive little minds; but it is not infrequently necessary to adopt some means of *interesting* the minds of children, that such facts as we wish to impress them with be the more readily taken in and assimilated by their mental digestion.

The methods or expedients adopted in various cases must be gauged by the quality of the mind or the characteristics of the individual case. One of the best known to me I have adopted with most pleasant success in the case of my own children; and, not having seen it presented to parents, I beg to offer a suggestion in this connection which may be of interest to readers of this journal. It happens that the postman calls at our house often—several times a day. It became the joy of the two little ones of the household to run to the door and bring in the letters, open the wrappers of periodicals, etc. I saw here an opportunity which I immediately took advantage of. I established a "letter-box" in one part of the house, where the children could go daily and find a letter apiece, "all sealed," like the "grown-up" letters, and directed to each child. These were opened by the recipients and eagerly examined.

Pansy, the girl, was under three years of age, but could tell the word PANSY from her brother's name, CLYDE, at a glance, and they would stand holding the missives with glowing faces while some one read the contents; afterward studying over the pictures they contained, with many a self-explanation of what it was all about.

My family are now away for the season, "'way out West," and I write as regularly to the two little ones as to their mother—they would miss the letters almost more, and "mail time" brings happiness to their little hearts and instruction to their minds. Having this minute finished two such "letters," it has occurred to me to present them as specimens of what I advocate. These children are three and four years of age, respectively, and can understand much more "grown" talk than this; and the instruction-end of the matter is not well demonstrated here as it happened, but I used what I had prepared for another purpose. I wished to entertain and "console" them more:

MY DEAR LITTLE PANSY:

Do you remember the way we used to have to water the ground at home?

Now you can go out and use a watering-pot, can't you?

If you like that way better, perhaps papa will get you a little one; and Clydie, too, so you can help mamma water her flowers, because it will be real hot even after you get home, and the flowers will be thirsty.

Papa has made a very little dog in the picture, because he couldn't get a big one on such a small paper. You have a big one there, don't you? The big ones are more useful, chasing horses and cows, and to keep guard; but the little ones are more cunning, don't you think so? Papa knows two very "little ones" he likes—do you know who they are?—but perhaps they will be real big when they get back to Somerville. But papa will have the grass and all the playthings you left here safe for you to play with; so you may just stay and enjoy yourself now while you can.

Do all you can to help mamma, and papa will be glad, though he wants to see his little Pansy very much. Here's a kiss mamma will give you which papa sends to his sweet little daughter.

FROM PAPA.

CLYDIE, DEAR:

Do you ever see anything like this picture out West? What is it the boy is doing, and what do you call that he is "working"?

You remember when at home you used to get water out of the faucet, and you will again when you come home; but now you can't, can you?

Papa wants you to tell him how you get water to give the cows and horses a drink, when you come back.

Mamma says gran'pa went fishing with you, or you went with him; and I want you to tell me what kind of fish and things you caught, as well as lots and lots of other funny experiences you had when on your visit.

Haven't forgotten papa, have you? Well, papa hasn't forgotten you, either. He looks at the two little cribs in his room every night, and wonders what his little boy and girl, and his big girl, too, are doing? Do you know whom he means when he says his big girl? He has two girls, you know, but only one little boy; so his little boy must be a *real* good one!

Love from PAPA.

And now for the explanation as to how such pictures may be added to these letters, to lighten them up and add a thousand-fold to their value in the line sought: First, get a sheet of carbon paper, such as is used for duplicating typewriter work (it comes in many colors, but black will do); place this sheet, prepared side down, on the sheet of white paper, and over this lay the little picture you wish to reproduce. Trace with a hard lead-pencil or stylo the picture in outline, or such part of it as you choose, very carefully, and when you remove the carbon paper the duplicate will be found in very clear lines, if the carbon is good, *i. e.*, fresh.

If several pictures are used, they should be distributed over the page with an eye to effective "balance." A part of one picture

and a part of another may be combined, to give some scene that it is desired to reproduce. Circulars and catalogues of printing-houses which sell "cuts" offer good material for this work, as well as the illustrated papers and magazines circulating everywhere. Clippings saved for this purpose should not, of course, be pasted, because the paper upon which they are printed is all the thickness there should be between the carbon and the pencil.

I happen to have a typewriter, but pen-writing will answer as well, though if the child be old enough to read print only, this will have to be read to him; but there will be a constant stimulus to acquire the magic knowledge which enables mamma to paint such delightful word-pictures, and the whole plan opens up an inexhaustible fund of knowledge for the young mind, which otherwise, it is safe to say, would not be so soon acquired, or not in so attractive and impressive a manner.

THE TRAINING OF CHILDREN NINETY YEARS AGO.

FROM ELIZABETH HAMILTON'S LETTERS ON EDUCATION.

III.

The Early Association of Ideas With Objects and Events.

I BELIEVE, on close and accurate examination, we shall find that the permanency of associations depends, in the first place, on *the strength of the original impression*, and secondly, *on the frequency of the repetition.*

To give an instance of each kind: First, that the strength of the impression occasions the associations to be indelibly fixed in the mind. Of this we have a convincing proof in the number of persons who are unhappily through life slaves to the terrors of darkness, from the idea of ghosts and darkness having been associated together in infancy, and forcibly impressed by means of the passion of fear. Long after reason has pointed out the absurdity of this association, long after the belief in apparitions has ceased to be a part of the creed, has this association continued to operate upon the mind, and to many a brave man and many a sensible woman proved a lasting source of misery and disquiet.

This is now so well known, that servants are generally cautioned against frightening children by those foolish stories which were once so current in every nursery. But is the fear of ghosts and hobgoblins the only false and permanent association of which the mind is at that early period susceptible? Alas! a thousand others of no less fatal tendency are often then received, engendering prejudices no less dangerous and indelible.

That all our desires are associated with the ideas of pleasure, and all our aversions with those of pain, no one who gives the least observation to what passes in his own mind, or that of others, can doubt. These associations take place at an early period, for it is by means of them that a child learns to distinguish the voice of praise from that of chiding. The pleasurable sensation excited by praise gives rise to self-complacency; and the idea of the pleasure experienced from it will not fail to be associated with the circumstances by which it has been most frequently produced, inclining the child to a repetition of the same mode of conduct for which it has been already praised. The idea of pleasure attached to the gratification of self-will is, however, so much more lively in early

life than any other association, that it will, if not properly guarded against, counteract even the love of praise. You desire your little girl to fetch a book from the other end of the room; she obeys, and is caressed and praised for her ready obedience. Thus pleasure becomes associated with obedience. But perhaps in an hour after you desire her to give up a favorite plaything and go to bed. The pleasure she derives from her amusement will here oppose itself to the pleasure derived from your approbation, and if the association of pleasure with the gratification of self-will has not already been broken, and the desire subdued, there is no doubt but it will here prevail, and triumph over the pleasure of obedience. When the desire of gratifying self-will does not interpose, the association of praise and pleasure will recover its influence, and the pleasurable idea connected with praise be extended to all its attending circumstances. For instance: Let your little girl be dressed in new and unusual finery and brought into company, where every voice shall join in praise of the ornament with which she has been decorated. Observe the satisfaction with which she eyes the pretty shoes and pretty sash, which are the objects of praise and admiration. The idea of praise may thus be associated with the idea of finery, and thus, no doubt, may the love of dress be generated; but that it will remain permanent without many repetitions of the first impression is, I think, a conclusion which experience does not justify. The first impression would be equally strong on the mind of a boy or girl; but on the mind of a boy it will not long have influence, being early and effectually counteracted. On the mind of the poor girl, on the contrary, it may be deeply impressed; for she is unhappily exposed to a daily repetition of the same association, and can, therefore, have little chance of escaping its pernicious influence.

From these remarks it appears evident that the early associations to which our attention ought chiefly to be directed, which we must most scrupulously examine and assiduously watch, are, first, those which are powerfully impressed by means of strong sensation; and secondly, those which are fixed by means of frequent repetition.

The first class of associations that comes under our consideration are those which are rendered permanent by means of strong sensation. These are chiefly, if not entirely, of the painful kind; the sensations that excite aversion being much stronger than those which produce pleasure; and as hatred is the source of all the malevolent passions, and gives rise to all the malevolent dispositions of our nature, every association which produces it is particularly deserving of our attention.

That the infant mind is at an early period susceptible of terror is a discovery unhappily made by every ignorant nurse. This instinct, implanted by the wise Creator as a protection to the helpless state of infancy, is an instrument in the hands of senseless ignorance too frequently applied to the worst of purposes. It is the first, the constant engine of tyranny. In proportion as it is made to operate, the mind will be debased and enfeebled; deprived of its power and energy, it will remain the willing slave of sensation.

Fear Should be Based on Fact, not Superstition.

The watchful eye of a prudent mother may do much. Convince your servants that to preserve your children from the influence of terror is an object of importance in your mind; attentively observe the first appearance of its effects, nor let it pass without an examination into the cause; make them sensible from experience that children may be prevented from touching what is hurtful, by other means than telling them *it will bite them*, and that making it a constant rule never to give them what they obstinately cry for will be found a far more efficacious remedy than to call for the old man or the black dog, who is to come down the chimney for naughty children.

Having discarded from our service all imaginary instruments of vengeance, you will perhaps apprehend that the children may become unmanageable; and from their want of experience, and from the possession of

that courage which has never been repressed, may expose themselves to danger. To avoid this, you perhaps have anticipated my proposal of a constant watchful attendance upon all their steps ; a servant always at their heels to move where they move, and to be ever ready to explain, with vociferous exclamation, that the knife will cut, the fire will burn, and the water will drown, the pretty dears ! If you imagine I intend to advise this, you are deceived ; for all this necessary information I would have the pretty dears derive from their own experience. At the risk of very little personal inconvenience, they will soon learn it more effectually than by the silly precautions of a servant. Her exclamatory admonitions can only give a vague indeterminate idea of danger from these objects, which, from the little confidence experience has probably taught them to place in her veracity, may possibly make but a slight impression ; or if it makes a forcible one, that impression must be the general association of terror with the object, without a discriminating apprehension of the cause why that terror is excited. The impression received from a slight burn or cut will not only be more durable, but will give such distinct ideas of the nature of the object that inflicts them, as can neither injure the mind by false images of terror, nor permit it a second time to suffer from the temerity of ignorance.

Children being only accustomed to paddle their hands in cold water with impunity cannot easily be made to comprehend the nature of the danger they are told to dread in meddling with hot. The painted figures upon the china cup, they have been told, would bite them, if they touched it; but they have ventured, and contrary to the assertion of nurse, have touched it without injury. Little confidence can they, therefore, place in what she advances. From the smoking of the hot water alone they cannot learn its nature; but by giving the finger such a slight dip into it as occasions some degree of pain, it becomes at once intelligible. How many shocking accidents might be thus prevented. A child who from experience knew the nature of the danger that awaited him would not rashly overturn a tea-urn, or set his little frock on fire.

I once saw a gentleman (very wisely as I thought, though very cruelly in the opinion of some others of the spectators) dip his son, then a boy in petticoats, into a pond in the garden, which had long been a subject of disquiet to the anxious mother, who had observed her darling's predilection for this favorite spot. In spite of her remonstrances and injunctions, no sooner did this infant Narcissus find himself at liberty than he ran to the side of the pond, and, kneeling down, stretched over to view the pretty baby in the water. In this position he was found by his father, who, taking him up in his arms, and explaining to him the nature of his danger, calmly told him he should now judge for himself of the truth of what he said, and then very deliberately plunged him into the water; by which seeming cruelty it is more than probable he saved the life of his child.

Let a child who has been instructed in the nature of danger from his own experience, but whose mind has never been weakened by repeated sensations of terror, and one whose infant education has been conducted upon principles exactly contrary, be both for the first time presented with a new and striking object. Observe the grave and penetrating looks of the former, while he sagaciously examines the appearance of the object before him, in order to form a judgment of its qualities. After having looked at it on every side, he ventures, though with much caution, to submit it to his touch. Finding it every way harmless, he becomes reconciled to it, and dismisses all apprehension. While the poor infant who has been accustomed to quake at unknown phantoms presented to his imagination, associates this strong, though undefined, idea of evil with every new object of uncommon appearance, and without venturing on examination, gives vent to his feelings in shrieks and lamentations. Are the minds of these two children equally prepared for entering on that most material part of education which must be derived from experience? How many sources of information are open to the one, which to the other are by his fears

shut up! And is it not probable that a great and decided difference will mark their characters through life?

Irrational Antipathies.

Having noticed, at sufficient length, the effect of those violent sensations of terror which are too often inflicted on the infant mind, let us now discuss the subject of aversions and antipathies to particular objects which we have been accustomed without hesitation to attribute to Nature.

When we take a view of the instinctive faculties of animals, and observe how admirably they are adapted to the preservation of the species and the individual, according to its situation and circumstances, and when we consider how much, in the infancy of society, man must be inevitably exposed to danger from the bite of noxious animals, it would not, at first view, seem inconsistent with the order of Providence that he should be provided with a similar defence, and be taught by natural antipathy to avoid what is hurtful. But is this actually the case? And does it not rather appear that the principle of imitation, so deeply implanted in our natures and so suited to the circumstances of man as a social animal, is intended by our wise Creator as a substitute for that instinct in which the inferior orders of creation have so much the advantage of us? That this is indeed the case, as I think, appears from the conduct of individuals, which, with regard to the objects of aversion, is so far from being guided by the steady and unerring impulse of instinct that it most frequently seems the offspring of unaccountable caprice. To those, indeed, who have observed the power of sympathy and the influence of imitation, it will not be unaccountable. Let a child see a frog for the first time in company with a person who has no aversion to the species, who praises the beauty of its skin, admires its agility and mentions its inoffensiveness with sympathy and tenderness; the child will be delighted with its appearance and attach to it no more idea of disgust than he does to that of a robin redbreast. But alter these circumstances, and let him at first sight of the frog hear a shriek of terror from his mamma or some female friend; let him see her run from it with abhorrence and hear her mention it with disgust, and it is ten to one the association thus formed will remain fixed for life.

While sitting in an alcove in a friend's garden last summer, I saw a darling little girl, whose mind had been happily preserved from the early dominion of prejudice, busily employed in collecting pebbles (as I thought) and putting them in her frock, which she had gathered up and held in one hand as a receptacle for her treasure. Observing me, she came running towards me with a joyful countenance. "See!" cried she. "See, what a number of beautiful creatures I have got here!" emptying at the same time the contents of her lap upon mine—a number of large black beetles. I confess I could have excused the present; nor could I hold the harmless creatures crawling on me without shuddering. I had, however, resolution enough to conceal my sensations; and after thanking my little friend for her kindness, begged she would replace them in her frock, that she might put them down where she had found them, so that they might find their way to their families. Delighted with the employment, in which I could not prevail on myself to assist her, she soon freed me from my disagreeable companions; and while I watched the expression of her animated countenance, I could not help reflecting on the injury I had sustained from that early association which could still thus operate upon my mind in defiance of the control of reason. An aversion to black beetles, it is true, will not often interfere with our happiness, or with the comfort of those with whom we associate; but why, in any instance, should we injure the mind by false and fictitious prejudices? The recurrence of these painful sensations—and what sensations more painful than those of fear and aversion?—deduct much from the pleasure of life. They mislead the understanding and warp the judgment, and are consequently injurious to the sanity of the mind; and yet how little are they guarded against in education? Suffer me, then, my friend, to recommend it

to your consideration. Watch, I beseech you, the early operation of the mind; and if you observe any symptom of its having caught by contagion any of those antipathies so falsely denominated *natural*, make it your business, by counteracting, to destroy the association which excited them. In the education of brutes we see this done every day with success; and, indeed, from the education of brutes many useful hints on the subject of association might be derived; nor where they offer, ought we to scorn to avail ourselves of them.

MUSICAL EDUCATION FOR CHILDREN.

BY JESSICA WOLCOTT ALLEN.

I OFTEN have recalled a conversation which took place between my father and another musician. I was a mere child when the story was eagerly listened to, and though failing to grasp the principal idea, yet the impression was one to make me resolve that at all hazards, whatever else I might study, music should not be neglected, for it might enable me to do some wonderful thing. In substance this was the conversation referred to:

We were out driving and were passing a new and imposing building. "This is our new church, and we are quite proud of it—something a little out of the ordinary; rather unique, don't you think?" "Yes," was the reply; "who is the architect?" "Mr. Blank; did you ever hear what music did for him?" "Why, no; what about it?" "Well, when this genius was a boy, he was considered only a subject fit for sympathy—'foolish', you know. One day a gentleman was playing on a piano at the boy's house and he noticed that the boy seemed very much interested in the music. The mother tried to have him go out of the room, but the player was anxious to have him remain, and soon formed the conclusion, which was afterward proved to be correct, that music would awaken the child's mind."

The child had had a fine mind, but something had clouded it, and music, that instrument of divinity, had broken up the darkness and given the man to himself and to the world. A recent writer in this magazine has testified to the power of music over a feeble mind with which she was laboring.

The home without an instrument of some kind, or where music is not heard, is the exception rather than the rule, and it seems to be as natural for children to like music as candy. But their taste is seldom cultivated in the right way. They are too often taught to perform for approbation instead of for their own development and pleasure and for the pleasure of others. The "soul for music" is not put into them. Enthusiasm, the "little god within," as the Greek expresses it, is lacking, and they grow up to participate in strife for precedence and reputation, which a true musician would never be guilty of.

In a recent article by Professor J. R. Buchanan, M.D., concerning "The Voice and Ear in the Education of Children," he says:

"While industrial culture in mechanical art and the natural sciences produces a strong intelligence and a solid character, we need something more to develop the generous, sympathetic, loving, religious and

refined elements of character which elevate human life toward the heavenly plane, abolishing its inharmonies and miseries, and which at the same time give an expansion, a brilliancy and a richness to the intellect which nothing else can supply, and for the lack of which much of our literature is intolerably dry. It is an illustrative fact that in the Seguin School for feeble-minded children the chief reliance for their restoration was upon their kind, loving sentiments. The mind is made clear by these and clouded by their opposites. . . . Sound acts upon the brain so as to assume the empire of all the feelings and impulses. Every tone of the voice, every note in music, strikes upon some element of our feelings, and the happy combination of the notes produces an exhilaration of all our faculties." He makes a special plea for vocal culture, adding: "The character training and emotional culture of the vocal system will produce high and broad thinking, because it makes high and broad sentiments."

Some very wise and well-meaning parents reason that because a child has no special talent for music it is foolish to give it any musical education; but is it not rather a reason for more especial attention being given to that in which the child is deficient? Every student and book-lover will testify to the comfort—yes, real comfort, which a book can give. But it is safe, I think, to say that this is not to be compared with what music can do for the heart and soul. There are times when "a friend between two covers" is utterly unable to alleviate a heartache, or soothe a sorrow, or give vent to a joy; but in music, whatever our mood, we may find expression and sympathy.

Many people perform surprisingly well who know nothing of the love of music, and often, it would seem, a child's musical training kills all his enthusiasm. Thoughtless parents and teachers compel children to practice scales and exercises which are not in the least musical, until their little ears and bodies are both worn out. This disagreeable practice must be performed, to be sure, but melody and talks about music should be liberally interspersed. Look out for that "little god within" who must be detained and fed at any cost, or the means will defeat the end.

When a child is four or five a mother may begin with simple instruction, in kindergarten style, that will lay a good foundation for later effort and real work. The little ones delight in the arrangement of harmonious colors, and they will in harmonies of sound. Show them how certain combinations of notes sound pleasant to the ear, while others are clashing and disagreeable. Let the little chubby hands play one octave of the scale of C, and thus gain the use of tiny fingers which, when larger, will prove more pliable for the early work. Call the children's attention to bird notes, and all musical sounds in Nature. Be especially careful to have them use their own voices with caution. We often hear a child's voice keyed up to a high pitch very trying to listen to, and all for want of guidance in regard to its use. "A low, sweet voice, that excellent thing," is all too rare a thing.

When a child is old enough to have a teacher, always secure the best, for that is the time of all times that he needs the best. Prof. Matthews's "Twenty Lessons to a Beginner" may be found useful to a mother who does not understand music herself, and who wishes to give her child some instruction.

Let us glance, in conclusion, at the evident advantages which musical training gives a child. Mental concentration is so much needed that when it is given to the study the reward is very apparent. Close and exact observation is as easily seen to be demanded and rewarded. Self-control and a keen power of discrimination, an acute sensitiveness to sound, the habit of close attention—all these things and many more any musician will testify to as accompanying the loving laborer in the field of harmony, vocal or instrumental.

THE MOTHERS' PARLIAMENT.

New Suggestions Concerning Fabrics.

—I can't help objecting to the recommendation in a recent number of the NURSERY GUIDE that children's nightgowns should always be made of either flannel or silk. Silk ought never to be used for this purpose; its high cost renders it out of the question for people in moderate circumstances, and its high cost renders it equally impossible for those people of wealth who regulate their lives by the principles of morality. It ought to be freely granted, by the NURSERY GUIDE as well as by all other periodicals of the day, that there is one simple principle which governs the expenditure of the wealthy. That principle is that any form of luxury which does anything to make the human being a more highly developed human being—stronger, more graceful, more beautiful, more effective in any way—is a permissible form of luxury, but that all forms of luxury which do not meet this requirement are simply, from a moral standpoint, not permissible. Now, silken underclothing is a form of luxury which does not meet this requirement; it is in no respect more hygienic than flannel, but rather less so; the use of it is therefore purely luxurious, wasteful and indefensible.

Flannel night-clothing is very good for winter, but to cover children's necks and arms with flannel in such nights as we are exposed to in this climate in summer is nothing less than cruel. There is another textile fabric which I have been surprised at not seeing BABYHOOD recommend more frequently, and that is cambric. Cambric is as different from the ordinary cottons, as regards perviousness to the products of insensible perspiration, as though it were made of some different material. The ideal night-clothing for children in summer in this climate consists of a loose, thin woven woolen undershirt (in the hottest weather this may be replaced by cotton) and a cambric nightgown.

The day underclothing of children should be equally carefully regulated. Except the drawers and the outer skirt, my little girls wear nothing but flannel. The corset-like waists for children, which are sold in large quantities, are most unhygienic, on account of their imperviousness. (Women, also, if they must wear corsets at all, should wear, both summer and winter, only the open-work ones.) The correct thing is a flannel waist, which can be strengthened by having strips of cotton stitched on where it is pulled by the stocking supporters.

There is another reform that I have hoped to see the NURSERY GUIDE advocate, and that is the use of cambric sheets for children for both summer and winter. They need only to be mentioned, as it seems to me, in order to be universally adopted. I have seen mothers put their children into expensive flannel nightgowns, and then cover them with a heavy cotton sheet, and outside of all a heavy Marseilles cotton coverlet. This is most illogical. The cotton coverlet should invariably be taken off at night from the parents' bed, as well as the children's, and the sheets should be as thin as possible. Even for the beds of adults, I believe that cambric would be quite as durable a material as the heavy cottons; sheets wear out chiefly by the strain of their own weight in the course of the washing and drying, and cambric sheets, while less strong, would also have less need of strength, on account of their greater lightness. But I have discovered a material for sheets which is still better than cambric; it is a soft but strong scrim. This is perviousness itself, and whoever has once experienced the luxury of sleeping under it—luxury in the permissible sense—will never return to cotton.—*C. L. F., Baltimore, Md.*

Real "Country" for City Children.

—Last summer I had occasion to observe the training of an interesting family of children, an account of which may be of value to other parents. At first it was a marvel to me that the wife of the city banker, who was reputed

to be wealthy, was spending the summer months at the modest farmhouse of Meadow Brook. As a neighbor to the good farm-people I went to pay a call to their visitor, or rather boarder. I was attracted by her culture, her good breeding, her genial spirits, and, beyond all, I discovered a singular strength of character.

I repeated my visit often. Finally, I presumed upon my acquaintanceship sufficiently to inquire of Mrs. B. the reason of the selection for her summer's sojourn.

She smiled at my question, and replied that she was considering the good of her children. "Our little boys," said she, "are helping this good farmer tend his crops." She observed that no light had begun to dawn upon me, and continued by saying:

"We intend that our children shall have a liberal education; that they shall know the worth of manual labor; by so doing they will not undervalue manual service. This laboring with their hands will strengthen their muscles, and fit them for future work, either manual or mental.

"Your neighbor here is a trusty man. Our boys are not old enough, nor of sufficient experience, to be of any actual assistance to him, but my husband put some money into his hands and asked him to teach the boys and pay them at the end of each week as if the money were coming from his own pocket. This inspires an interest in them to earn money, and when it is the reward of their own work they are more careful as to the way they spend it. It furnishes them with spending money, and at the same time creates within them the habit of industry and the spirit of independence."

"Could you not leave the boys here, and you go elsewhere, where it would be a pleasure to you?" I asked.

"Were I elsewhere," said she, "I could not partake of their pleasures, neither could I direct their sports during their leisure moments. On the Sabbath I could not read to them and instruct them in such lessons as should be impressed at their ages. Oh, no! my boys need their mother. Some day we fondly hope to see them men—real men. When they are old enough for the advantages of the best institutions of learning, we shall avail ourselves of those privileges, but we mean not to wait until that time to begin their education. It is the principles which are early instilled that are ripened by the environments and bear fruit in later years. From my observation I conclude that the lamentable career of many sons of rich parents is chiefly owing to the entrusting of their childhood to other people, incompetent, and who are careless of every consideration save of the gold that is brought into their own hands. After this bad beginning, the children are indulged to follow their own sweet wills, having the money to gratify every whim. We believe that by following our plan faithfully and conscientiously, we shall instill into our children principles which money will not corrupt."
—*Nella Frank, Kentucky.*

Attainment of an Unintended Object.

—"Mrs. Tibbs! You do not mean to tell me that you went to the World's Fair and left that child behind for two whole weeks? How could you do it? I should never think of doing such a thing. I simply could not endure to have Harry out of my sight so long a time. I should be thinking continually that he might want me, and it would break my heart to think of the dear child being homesick to see me, and I hundreds of miles away from him. I would rather stay at home from a dozen World's Fairs than endure the separation. If I should go and anything should happen during my absence, I should never forgive myself for having gone and left him to the care of others. You know so many accidents do happen to children!"

"If you knew, Mrs. Story, how much good the separation has done Marcie, you would not be so ready to condemn me for my seeming heartlessness in leaving her."

"Good it has done her! Why, Mrs. Tibbs, do you think it is good for a child to make an orphan of it?"

"You know, my dear, how quick we are to see the faults of others, and also, that we are very unlikely to realize our own imperfec-

tions. I have learned by being away from Marcie that she had certain disagreeable habits, which I should have seen and made a stronger effort to have her overcome; but she was our *baby*.' We put up with her whims and notions because it was Marcie. Every day but increased the injury we were doing her. If Marcie wished a drink of water, although she could procure it for herself perfectly well, we always said to some one, 'Get Marcie a drink.' And, although she is in her sixth year, we have always dressed and undressed her as we would a baby. We have thus rendered her helpless and more or less selfish. Another thing; she, like a great many—yes, a very great many—had a habit of whining. Whenever things did not go to suit her, she would talk in a whining voice. I often remonstrated with her, it is true, telling her not to whine; but at the next provocation she whined perhaps a little more.

"Now, when I came back from the World's Fair, what do you think! She was at the train to meet me, and before we had reached home, she said, with a sparkle of pride in her eye, 'Mamma, there is one thing I have done, I've got over whining; I don't whine any more! Grandma told me not to do it.'

"Marcie has developed wonderfully in the past two weeks. She now takes pride in dressing herself, and experiences a real joy in doing actual work. The next morning after I came back (we were still at grandma's), when she first told me she 'was going to pick the berries,' I said, 'Why, no, dear; you cannot pick berries. You are too little; the grass is too wet; there are thorns on the vines; you will scratch your hands, and very likely tear your dress.' Her experience, however, had proven that she could pick berries without any dire consequences; and grandma said 'Let her do it; it pleases her.' So every morning she picked the raspberries 'for grandma.'

"As proof that she thoroughly enjoyed this independence, this growth of character, she said it would be so nice to stay at grandma's all summer. And I think, Mrs. Story, that if mothers could see their children occasionally through a stranger's, or even through a grandma's, eyes, they would be less blind to the faults of their own children, and perhaps more charitable and patient with the children of their neighbors, who sometimes worry and irritate by their too constant presence and conspicuous imperfections. We should not only 'see ourselves as others see us,' but also see our children as others see them; then we may be more able to correct their faults, and less apt to consider them embodiments of perfection. It is not our neighbor's children we should discuss, analyze, judge, but, in all the wisdom given us, teach wisely our own."—*Mrs. W. A. Kellerman, Columbus, O.*

Variety for the Babies.

—Few young mothers of small babies realize the need of a frequent change in the position and occupation of the little people, who are yet dependent upon others for such changes. You know how much longer a little fellow will amuse himself after he can creep, and so carry his investigations into a wider sphere than that compassed by the reach of his arms. This is principally so because when the little body is wearied, a new position or employment can be taken up at will. He can lie down and rest when he is tired, but needs not to lie till his back aches.

How many times one hears a mother speak in words like these: "Well, I suppose I'll have to take you; I've put you off as long as possible." So she picks the fretting baby out of its high chair, where it has been sitting, perhaps for hours, till its little back aches and limbs are numb. She sits down and plays with the baby, or grudgingly rocks it, while her mind is on the unfinished housework or the heaped-up mending basket. She does not realize that the baby was only begging for a change, and that she might put him on the floor with his playthings, or, as she says, "put him off" still longer, simply by giving him a little variety.

My little girl, now grown out of babyhood, spent comparatively little time in arms while she was a little baby. When she tired of rolling about the floor she was picked up,

cuddled and kissed for a moment, straightened out as to skirts, and then bolstered up in the baby carriage, with perhaps a big apple swung in front of her from the parasol iron. When the charm of the bobbing red apple was gone, she had an opportunity to sit in her high chair by the table and watch mother iron or knead the bread. From there she went next into the clothes-basket or into the cradle, which had been brought from grandmother's garret to a place of honor in one corner of the kitchen. With her plump little legs tucked between the rounds at one side and a pillow at her back, she had many a jolly rock while dinner was cooking or the silver being polished. But the little maiden's favorite playground was mother's bed. There never was a finer, softer place for a roll and a tumble than the bed pushed tight to the wall, with a window included, and the front safely barricaded with the crib and a lap-board. A dark quilt protected the spread, the window afforded an outlook to the street with its passers-by, who all had a smile or a hand-kiss for the minister's little Dorothy, and many happy hours were spent in this safe spot.

I have often had a mother of a little baby say to me, "I shall be so glad when my baby is bigger and can amuse herself more." But my experience has been that it is quite as easy to amuse a baby in the first year of its life as in the third. Don't forget that little bones and muscles can tire and ache as well as those of a larger growth.

I would also suggest a frequent change of playthings. A new toy, or an old one that has been kept out of sight till nearly forgotten, will afford much more amusement than a half bushel of playthings that have been played with every day for weeks. Have a reserve store in the cupboard, and when Baby needs a little extra petting, bring him out the ball he has not seen for a month. At the same time put away the rattle or the rubber doll. In this way there are always playthings which are at least freshened if not really new. Simple toys are best. Gather your empty spools and thread them on a string. Offer the baby who has thrown all his toys away the shiny pint basin that the peddler gave you for the rags last week. The basket of clothes-pins often proves a perfect mine of pleasure.

Give the babies variety in position and occupation, and if they are well they will be good and happy.—*M. G. G., Leipzig, Germany.*

IMPORTANT EXPERIMENTS TOWARD MAINTAINING PURITY OF THE MILK SUPPLY.

THOUGH each hot season brings out the truth of the assertion that contaminated milk is responsible for much infant mortality, yet the public is but slowly moved from its attitude of indifference. Milk is one of the great foods, more important perhaps than any other, and is our main dependence in most cases of sickness and among the majority of children. The New Jersey commission, who, under the leadership of Dr. Coit, have given much time and thought to the investigation of the milk question, are convinced that a full supply of pure milk, if obtainable, would reduce the number of child deaths in summer one-half. The charitable experiment now being conducted by Mr. Nathan Straus at the foot of East 3d street, and which aims to supply sterilized

milk to the poor, is worthy of praise of itself, and as calling public attention to the need of good milk.

Yet prevention is better than cure, and a supply of milk known to be pure would be better than a supply of milk treated to pasteurization for the killing of disease germs. Of course such processes as sterilization are a vast improvement upon the use of an impure article; but it is a question whether our real relief should not be sought in the direction of keeping the original purity of the milk intact rather than in destroying the bacilli after these have taken possession, since the process also takes from the milk something of its value as food. The important inquiry is whether this original purity can be maintained; and it is upon this point that the experiments of the New Jersey commission have much interest. No bacilli have ever been found in milk as it comes from the cow; yet in a single drop kept warm for two hours, 2,500 germs were found. That is to say, Nature will furnish the food absolutely pure when taken from healthy animals under proper feeding; it remains for the wit of man to keep it so. This is clearly a difficult thing to do. The hands of the milker, the udders of the cows, the hay and straw of the barn, the nuisances of the stable, may develop the dreaded germs. Just because milk is so important and composite a food, it the more readily becomes the carrier of disease. The theory of Henry L. Coit, M.D., adopted by the New Jersey commission, is that the problem must be solved by the application of medical, chemical, and agricultural expert knowledge to the production of milk on the farm and its transportation to the consumer. Experiments on these lines are now being conducted at a model farm near Caldwell, N. J. If it can be shown by these rigid experiments that milk which shall be free from germs can be obtained and delivered pure to infants and invalids, the way will be open for a practical reform. Boards of Health and the medical profession generally will watch the results with great interest and hope. The investigation is being conducted by a committee who deserve the confidence of the public as disinterested men (they receive no compensation), and as scientists whose opinions can be relied upon.

One thing we must not shut our eyes to. Pure milk, like any other good thing of importance, will, when obtainable, cost money and time. Dr. Coit says that the present laws of New Jersey are sufficient in our present state of knowledge, if they were but enforced. Enforced they will not be until public opinion is aroused to the importance of a supply of pure milk. Moreover, the process of obtaining milk under stringent regulations is more costly than the old slipshod methods, and that extra cost must be paid by somebody. It is believed that this milk, certified to be germ-free and delivered in sealed bottles, can be sold for 12 cents per quart, though this is not yet certain. In Mr. Straus's charity, this extra cost is borne by the originator, the sterilized milk being sold at a little below first cost. If the State, for the protection of the people, should insist upon the rigid regulations which the Caldwell experiments may prove sufficient for purity, the result would be a general rise in price. At present the milk farmers of New York and New Jersey barely cover expenses in the low price which they are obliged by the competition with each other to take. They cannot feed better fodder to their cows or take more precautions against germs or uncleanness, unless they receive a cent or two more per quart.

In spite of this obstacle of increased cost, which must be settled in some way in the future, the first question to be solved is whether purity in our milk supply can be obtained and kept by any means. It is this question which the New Jersey commission, to their credit, are attempting to answer. After we know the solution, we shall be in a position to consider whether the State should not undertake to secure pure milk through the enforcement of existing laws under a competent commission, and whether the several commonwealths which furnish New York City with milk cannot agree upon the precautions to be insisted upon.—*New York Evening Post.*

NURSERY PROBLEMS.

Change of Garments at Night.

To the Editor of THE MOTHER'S NURSERY GUIDE:

What do you think of a baby wearing the same undershirt night and day?

St. Paul, Minn. AN OLD SUBSCRIBER.

It is far better to change them. Of course, we know that an immense proportion of people do not, and seem to stand it. But physicians know, and most attentive mothers know, that the tender skin of a baby is less liable to irritation if the day garment is removed at night. In hot weather this is so emphatically true that the change is hardly a matter of choice.

Preparation of Barley Water.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you please tell me if Robinson's patent barley accomplishes the same results when mixed with milk and water as barley water? In BABYHOOD and all medical books barley water only is mentioned, and I concluded the patent barley was an English preparation until I saw it mentioned twice in "Nursery Problems." I should like very much to use it if it were as good, because out here anything that is cooked in the kitchen runs a great risk of coming back considerably dirtier than it went out. Another reason is that the heat sours the barley water so quickly that it must be made twice a day. Of course, if the barley water is the better I would rather cook it myself on an oil stove, but would prefer to use the other if it is as good.

If I could use the patent barley, how much should I use, and what proportions of milk and water, for a baby who will be about eight months old, I suppose, before I can get the answer through BABYHOOD?

Another question: Dr. Louis Starr gives a recipe for barley water, two teaspoonfuls to the pint of water. I saw lately in BABYHOOD another, I think, two teaspoonfuls ground to the half pint, while there was still another, one tablespoonful to a cup. If the barley water is preferable, will you tell me how to make it and the proportions for the baby at eight months? He is strong and of good size, and has two teeth just pricking the skin at five and a half months.

Aruppukatoe, India. C. J. P.

The prepared ("patent") barley will do very well; it is often used for the purpose, in cities probably more commonly than not.

For your baby of eight months, presupposing good milk with an ample cream percentage, either natural or obtained by the top-milk plan, we think you may begin with equal parts of milk and water and two teaspoonfuls of the prepared barley to the pint of the mixture. The barley and the water may be prepared together first, and the milk added if you prefer.

As regards the spoiling of barley water, we may say that the heat cannot spoil it if it be made and kept sterile. If it be boiled, then put into a sterile bottle or vessel, and, closed by a sterile air-tight stopper, it will keep. The devices so often described as necessary for the proper care of nursing bottles will exactly apply.

Silk Sponge Flannel.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you kindly inform me through the NURSERY GUIDE where I can get the "silk sponge flannel" mentioned in the article, "Two Recent Improvements," in the January number?

Wooster, Ohio. H. C. M.

It may be obtained of George S. Brown, 19 West street, Boston, who will doubtless send circular or catalogue on request.

Mother Goose.

To the Editor of THE MOTHER'S NURSERY GUIDE:

In your issue for June, under the head of "Mothers' Parliament," Mrs. E. S. R., Short Hills, N. J., writes of Elliott's book of Mother Goose Melodies. Will you please ascertain for me and let me know where I can get this book? I need it almost every day, for there are many "rainy days" on Puget Sound. L. R.

Gibraltar, Wash.

The book mentioned is published by McLoughlin Bros., 874 Broadway. Price, 50 cents. It can doubtless be obtained from any book-seller, who will order it if he has not a copy in stock.

Candy, Fruit, Sugar, Cake and Peanuts for Infants.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Having received such good advice from you once before, I come again. I am a young mother, though I have three children, and those of my family who are older than myself think I am very foolish because I object to their giving the children sweetmeats and fruits all the time and at every season. Almost as regularly as their papa comes home in the evening he brings a bag of fruit or candy or peanuts from town, and just as

sure as their aunt comes in the gate, a bag comes too, filled with cake, candy, etc., and then the little folks begin to "stuff," and if I say a word, they answer: "Oh, fruit won't hurt anybody and sugar is fattening," and the luxuries continue to come. If fruit is ripe and fresh, I don't object to their having some, but half-ripe fruit and the stale fruit that is bought from the stands I do object to. And all day long it is "Mamma, give me some sugar"; and though I never give it, others will, and consequently at meal times the children don't want to eat anything wholesome. If they want anything it is molasses or sugar or cake, if we have it.

You will greatly help one mother if you will answer the following questions:

(1) Do you think it well for children to eat fruit—even if ripe and fresh—all day long, so that at meal times they don't want anything else?

(2) Would you not consider a diet of sugar, candy and cake very bad for children of five and two and a half years of age, that is, to the exclusion of wholesome food?

(3) Would not all children be much better off if they never ate molasses and sugar and but rarely fruit and cake?

(4) Will anything that agrees with a nursing mother disagree with the baby? I am very strong and healthy and can digest almost anything that most people can, and I would like to know if such vegetables as cabbage, corn and cucumbers, if they agree with me, will disagree with the baby.

If you will answer these questions, it will do more good than all my objections, for my friends think I am too young to know.

Birmingham, Ala. A SUBSCRIBER.

(1) It is not well for children, or for adults either for that matter, to eat fruit all the time, or even often, except at a regular meal time. In the first place, it is very harmful to eat anything at irregular intervals, "between meals" as the phrase goes, no matter how innocent the article eaten may be. As a reader of BABYHOOD you know that we constantly protest against the giving even of breast milk at irregular intervals, whenever the baby cries. Even this natural food will not agree as well if so taken, and much of the digestive trouble of babies comes from the pernicious habit. Children's meals may be given at different hours from adults' meals, and usually young children require a larger number of meals. But food must nevertheless be always given at fixed times and in fixed quantities, with due allowance, of course, for unavoidable variations. If a child is to be allowed fruit or any other food it must be at a fixed time, and no one should be allowed to interfere with this.

In the second place, even perfectly ripe and fresh fruit is not good for all persons, though for most persons we think it is, in proper quantity and at proper times. Many adults cannot eat it at all without peril of some form of indigestion, and many skillful physicians forbid it entirely to those subject to that type of indigestion which produces the symptoms known as gout. Many persons of rheumatic peculiarities are also better without fruit. In childhood these peculiarities are less evident, but we believe that the children of families with these tendencies should not indulge in fruit too freely.

Whenever fruit is to be given to a child, it should be at table; for instance (thoroughly ripe and fresh fruit only being always understood), it makes a good beginning for the breakfast, and a good dessert for the midday meal. If the children are taking milk with the meal and the fruit is of a sort usually thought to be incompatible with milk, then let a regular hour in the forenoon be taken, a sort of luncheon hour, to give them the fruit. It not only agrees better with them thus, but it teaches them the very necessary lesson that food is to be taken only at meal time.

(2 and 3) Sugar, meaning sugar by itself, or used excessively in or on food, we consider as never desirable and usually as positively deleterious. Candy simply exaggerates the harm, because to the sugar is usually added something still less desirable. Some simple cakes are admissible, rich cakes not at all. Gingerbread and the simplest sponge cake are about all that we would allow children to have. Into the proper food of mankind a certain amount of sugar enters. But there are few vegetable foods that are commonly used which do not naturally contain sugar, or which are not partially changed into sugar in the process of digestion. Thus in the grains and their products a large amount of starch exists, some of which is changed into sugar. The same is true of many vegetables, potatoes, peas, beans and the like. Not fruits only, but some table vegetables, most notably the beet, contain sugar; so do some varieties of Indian corn. It follows, then, that so far as the real wants of the system are concerned, very little sugar need

be added to our food, if it be of a judicious variety. But on the other hand, to most persons probably, a certain amount of food recognizably sweet is a permissible luxury. Just what the proper limit is varies with different constitutions and digestions. The damage done to the teeth and to the digestive functions of children by the free use of sweets is, in the opinion of observant dentists and physicians, very great, not to mention remoter dangers. It is a natural desire of parents to gratify the innocent wishes of their children if they may safely do so. Most children like sweets, although there is no doubt that the inordinate craving for them often manifested is the result of teaching, and no more a natural desire than is that for tobacco for instance. The best way, we think, to grant proper indulgence without harm is to give the sweet, be it cake, ice-cream, sugar or even candy, at the end of a meal, determining in advance what each child shall have. Sweets before a meal spoil the appetite. As we have said, neither they or anything else should be given between meals. After a proper meal has been eaten, the permissible amount of sweet (better the simple cakes mentioned, a simple custard, very plain ice-cream, or a sweet fruit, than sugar or candy) may be given as a dessert once a day. If fruit be found to agree, it may be given with more than one meal per day. Unripe fruit and such things as peanuts are not here considered. The particular dainty of childhood, the peanut, is still "to memory dear," but mature judgment leads us to say it should always be eaten, well roasted, at a meal, never before five years, and in small quantity only, until, say, ten years. Thereafter it may be allowed more freely, but it is objectionable except, like other nuts, at the end of a meal.

We have answered your questions very fully, because you are perfectly right in your contention; but you are hard placed. One cannot always be on one's guard against indiscreet relatives. But for ourselves, if any one outside of our dearest relatives habitually brought such things to our children, we should request him or her to discontinue his visits. The society of no friend can repay for the mischief so done to the digestion of one's children.

(4) We cannot answer this categorically, but will give you what seems to us the truth in the matter. Some persons, generally not physicians, believe that many things thus "hurt the baby." Some physicians wholly doubt such effects. Our own notion is that most things that the mother well digests cause no trouble to the suckling. But there are some articles of food which contain strong volatile principles which are eliminated by the breast glands, and it may be that these things so eliminated may disagree. Take the three things you mention, we believe that the corn and cucumber are harmless if well digested. But we know that in the milk of the cow, for instance, the flavor of turnips, wild carrots, etc., are sometimes recognizable. It is probable that the flavor of cabbage might be recognized in breast milk. But even so, we cannot give you any specific instance in which it has caused discomfort to the child. We think it wise, however, if a child shows a tendency to colic or digestive disturbance, to avoid this group of high-flavored vegetables, such as turnip, cabbage, cauliflower. If the child is not colicky or disturbed, then there is nothing to consider.

Nursery Problems in Bulgaria.

To the Editor of THE MOTHER'S NURSERY GUIDE:

If you will be kind enough to answer the following questions, you will greatly oblige a foreign subscriber:

(1) My baby girl is six and one-half months old, and has been fed on the bottle ever since she was a week old. Now I give her to eat, once in three hours, 2 parts boiled cow's milk and 1 part boiled water. Are the proportions right?

(2) If they are, when shall I begin giving her pure milk? If they are not right, please tell me the proportions.

(3) Do you put barley water in the milk? If so, why and when?

(4) I want to begin giving her Nestlé's food. When shall I begin? How many times through the day, and is it to be given with a bottle or spoon?

(5) When do you think I ought to change the bottle for a spoon?

(6) I have another little girl, three years old. What fruits can I give her this summer and next autumn?

(7) What clothes (underclothing and dresses)

must a little girl of her age wear through the summer?

(8) When a baby of six months or older has a convulsion from fever or something else, what is the best thing for a mother to do when the doctor is not there?

(9) When such a young baby coughs, what would you advise me to do?

A YOUNG MOTHER.

Samokov, Bulgaria.

(1) The proportion of milk for a mixture must vary with the quality of the former. You doubtless have read in our previous numbers of various mixtures or devices to secure a smaller proportion of casein without a diminution of the percentage of cream. Much, therefore, will depend upon the cream richness of the milk, either natural or artificially produced by allowing a partial rising of the cream before dipping off the top milk. Taking milk of ordinary quality, used fresh (*i. e.*, without raising of cream), a mixture of 2 parts of it with 1 part of water would be rather strong in casein for the digestion of most infants of six and one-half months. Yet some take such a mixture without evident indigestion.

(2 and 3) Many children can take pure milk at a year old. Our personal preference, however, is to dilute the milk with some gruel, say barley water, oatmeal or anything similar, for some time longer. This dilution is not intended to diminish the amount of nutriment, but to present it in a less concentrated form. A pint of milk, for instance, plus a half-pint of diluent water, is just as nutritious and more digestible than the undiluted pint would be. But when the diluent is a gruel, a digestible and nutritious substance is added to the food, the same nutritive elements being continued when the child is old enough to take cereal preparations. The barley water is begun whenever milk is begun, and is used for dilution precisely as water would be.

(4) Nestlé's food is an infant food, and usually given, if at all, at the same time milk preparations are given, *i. e.*, when the breast fails. You do not say why you wish to change from milk, and so we suppose that it is for some reason of convenience. If this is so, that convenience must be your guide as to time of change. It can be given with bottle or spoon, according as the baby has learned to use the latter or not.

(5) There is no particular time. It is best to make the child very early acquainted with the spoon by giving drinking water in that way. Any time after twelve months, spoon-feeding may be taken up if you have the time to feed the baby carefully.

(6) We know very little of the fruits you have; but the orange is admissible; figs, if you can get them fresh and ripe; the pulp of grapes, without skin or seed, may be given in their season. Avoid most berries, on account of their hard little seeds and the fact that the tough skins are irritating to the intestinal canals of young children. The pulp of very ripe fresh melons is admissible in moderation. But it should be always borne in mind that fruit is an indulgence, not a necessity, as a rule. Also the probable result of giving the particular fruit in question with or near to milk should be considered, as the latter must still be an important part of a child's dietary at three years of age.

(7) This depends upon climate. Our usual recommendation for any climate which may be damp, or in which nights are cool or considerable changes of temperature may occur during the limits of a day, is that a garment of flannel or of some light woolen fabric be worn, either next the skin or, in case the skin is irritable, with a soft linen or cotton garment under it. Also, that the body be evenly rather than heavily protected.

(8) There is little that a mother can do beyond removing the cause if she can discover it, and to give a warm bath. If, for instance, the convulsion were due to high temperature, the bath would help to remove the cause as well as to soothe the irritability. If constipation were the cause, an enema might relieve, and so on.

(9) Help it, by frequent change of posture, to get rid of any mucus in the air passages. Keep it warm, but not smothered, and get medical advice as to drugs if any are needed.

CURRENT TOPICS.

The Care of Sleeping Apartments.

WHEN the thermometer ranges up among the nineties, it is surely more comfortable if we exclude the direct rays of the sun from such rooms as we work or sit in during the day—that is, providing the home is well ventilated, for a hot, well-aired room is preferable to a close, stuffy, cool one.

But no day is so hot that we should not let the full force of the sun penetrate to the furthermost corner of such sleeping apartments as are occupied only during the night: and those of invalids as well, when it can possibly be done, by removing the occupant to an adjoining room.

The wise housewife considers the location, furnishings and proper care of the sleeping apartments of her family as second only in importance to that of the food provided for them. And why should she not, since rest and sleep are the only means which Nature has provided to restore the wastes of that mysterious element of our being we call "nerve force."

In our complicated, hurried mode of living, the demands on the muscular strength and nerve force, not only of men and women, but of children, are so great, and our knowledge of the value and necessity of rest so limited, that little opportunity, except during the night, is given Nature to meet the demands made upon her; consequently all the conditions should then be favorable.

From the recess and cramped 7 by 9 first-floor bedroom of half a century ago to the commodious, handsome chambers of the modern house is indeed an advance. But a large bedroom is little better than a small one unless there is ingress for fresh air and egress for foul. And even when all healthful conditions are complied with, we often see the largest and sunniest ones set apart as guest rooms.

Warm, bright colors, handsome furnishings and attention to the minor details of comfort, will convert a north chamber, where the sun cannot possibly enter, into a beautiful guest room; but do not depress any one's spirits by a daily occupancy of it.

Two windows are preferable to one, and a door and window opposite, so that a draft can be easily created, seems a positive necessity. And yet, as the majority of people are compelled to live in houses of other people's planning, we must study to adapt our methods to circumstances.

Windows should certainly drop at the top as well as rise at the bottom; and in old houses, where they do not, it can be easily remedied. Remove the narrow strip of wood that holds the upper sash in place, and fasten a wood or metal button just beyond the sash, so that the latter will rest on it when it is turned across. Put two more at different points below, to hold the sash when lowered.

If it were not that the majority of our houses are poorly built, and fresh air is always trying to insinuate itself through the loose joints and cracks, we should be a more debilitated people than we now are.

The upper sash should be lowered and the bottom one raised, to suit the severity of the weather, the direction of the wind, and the position of the bed; though, as regards the latter, if the room is large it can be easily shifted from one position to another. In extreme weather a fairly good circulation of air can be kept up by raising the lower sash 2 inches above the sill and having a strip of board or sandbag to fit under it.

I know there are little grace and beauty in Holland shades and short sash curtains, but when combined they make a perfect chamber curtain for all practical purposes.

If, however, your æsthetic taste cannot tolerate their stiffness, then substitute some light, airy draperies that subdue, but do not shut out, light.

Heavy draperies should never be used in chambers that are in common use. They not only shut out the sun, but absorb dust and other more injurious particles.

A hardwood or stained floor, with rugs, is the best kind for chambers; but if you persist in using all-over carpets, compromise enough to paint a 6-inch wide strip around the outer edge of the floor, and tack your carpet at least 4 inches from the baseboard. This will leave no space for dust to lodge, and make sweeping with a carpet sweeper, daily, a small task.

The walls of sleeping apartments should be either painted or calcimined. If they were repapered every year, it would not matter; but paper will remain clean-looking for years, when in fact it is loaded with foul matter which gives off poisonous gases. If paper is already on the walls, see that it is thoroughly removed before new is applied.

Never was chamber furniture as handsome and low-priced as now. But, alas, many of us must economize closely and continue to use the old! Fortunately for us, the most important part of a bed—namely, the springs—is a movable attachment, and can be had of the most approved style, to fit any bedstead. Woven wire are more expensive than some other styles, but by far the best.

As for the bed itself, as long as it is not feathers, it matters little, as far as health is concerned, whether it be a hair, felt, husk or excelsior mattress, or a tick filled with loose husks or straw. The latter kind, thoroughly shaken and aired every morning, and renewed twice a year, is a far more healthful bed than the highest grade hair mattress used year after year without being renovated, though, of course, it is far less tidy in a room.

I trust that there are few housekeepers like the one who berated her niece for sitting on the piazza resting while her bed was unmade, and wound up by asserting that during the twenty-nine years of her married life she had never eaten breakfast until her bed was made, unless she was down sick.

As soon as the occupants have left a bed, the pillows should be thoroughly shaken and placed near an open window—though not in the direct rays of the sun. Then remove every article of bedding and place them on chairs to air (as they cannot properly do when thrown over the footboard in a mass). If possible, draw the bed near a window where the direct rays of the sun can fall on it, and let it remain at least two hours.

Did all people sleep in rooms and beds cared for in this way, and remove all underclothing worn during the day, substituting that which had been well aired, we should hear less of insomnia and ill-health among adults, and nervousness and irritability among children.

The personal clothing worn during the night should also be thoroughly aired before it is hung away in a wardrobe or closet.

A hamper or other receptacle for soiled clothing, no matter how elaborately decorated, should never be kept in a sleeping-room. The gases arising from the combined action of heat and moisture are positively dangerous.

If a bathroom adjoins a sleeping apartment, the greatest care should be exercised that the plumbing is perfect, and the drain pipes should be flushed every week, and powdered sulphate of iron (copperas) put down the pipes occasionally.

Folding-beds are sometimes a necessity, but, unless one is scrupulously careful, they become positively unwholesome and remind one far more of a sleeping-car berth than of a luxurious home bed.—*Katherine B. Johnson, in Cultivator and Country Gentleman.*

Doleful and Cheerful.

Do you know the doleful person? She—for the doleful person is always a woman—is always a good neighbor in health, and tries to be neighborly in sickness. But she makes a

miserable failure at the latter. You know how she acts. Don't you remember the last time the baby was sick? After you had watched by the little one's bed day after day and night after night, and watched the roses fade from the loved one's cheek, and saw the little one's form waste away? And don't you remember how she tried to cheer you up with an one-sided conversation, something like this:

"Why, Mrs. B——, how much worse the baby looks this morning. She looks just like Sarah Jones' baby did the night before it died.

"Gracious! I never saw a child so wasted away as Sarah's was, except yours. We just done everything for the child, but it wasn't no use.

"I will never forget how Sarah took on at the funeral."

And the doleful neighbor suddenly remembers that she has to run back home to "set a sponge," and when she goes you hope she will never return. You look again at the suffering babe and feel that your heart must surely break.

But suddenly there is a knock at the door, and in comes the—well, sunbeam neighbor is as good a name as any. She was over the evening before, and quietly and unobtrusively helped to do so many needful things, and when she left she left a word of cheer. And when she comes this time she says something like this:

"Why, how much better the baby looks this morning!"

And don't you remember what a bright gleam of hope crossed your mind?

"I never saw a child improve so much in so short a time before. I am sure the baby will soon be well."

And then the sunbeam neighbor rearranges the bed, adjusts the blinds, tells you she will call again in a few hours, and hurries home.

Honest, now, didn't she leave a confident feeling behind her? You felt better and more hopeful. Baby, even, seemed to rally under the words; and when at last the little one was playing around your knee again, didn't you think of the words of the sunbeam neighbor?

The doleful neighbor has frightened more mothers, buried more babies, and caused more tears, than all the plagues combined. She should be suppressed, and with her the long-faced, gloomy-looking doctor and minister.—*Omaha World-Herald.*

The Sensitiveness of Little Children.

IN our visits in many places and in many families, we have perhaps observed nothing more often and with more regret than the want of appreciation which prevails toward the sensitiveness of little children. As a rule, we find them, even in what would be termed well-regulated homes, treated as though they had no feelings whatever, no tender little hearts, and no trials and disappointments worth considering. Nor do many of the kindest of parents consider how surely they are leaving happy or unhappy impressions by their conduct on the minds of the little ones, which will be indelible.

Few parents treat their children with the courtesy they deserve and would like. Children are ordered instead of asked to do all sorts of things for their parents, and are seldom thanked for their errands, or rewarded by a kindly smile of appreciation. They are spoken to in harsh tones, and when they retort in the same way they are reproved for impoliteness. There is nothing truer than this, that like begets like, that a pleasant smile and a kindly tone will develop a pleasant smile and kindly tone; that courteous, polite words and manner from mother and father will engender courteous, polite words and manners in the children; that kindly consideration in the trials and disappointments of children, which to them are as great as those which their elders are bearing, is far better than a rude disregard of them, and making light of them, as though they were of no account. This objectionable manner toward children, which is so common, is oftentimes remembered by them through long lives, and prejudices them toward many persons, no matter how eminent they may be or how highly thought of in society.

Not long since we were discussing this subject with a well-known artist in middle life. His early home was in one of the beautiful towns in Northwestern Massachusetts. He told us that an uncle of his who was a prominent man in the State used to come to his father's and to his grandfather's home, once a year, for a short visit, when he, the artist, was a little boy. He distinctly remembered how his uncle would order him to do certain things, and how indignant he was, one Saturday evening, though a very little fellow, when his uncle said, in a peremptory tone, "Here, Joseph, take my boots, and give them a good Sunday blacking." "My blood boiled," said the artist, as he related this, "but I took up the boots, and walked out of the room without saying a word, merely because I knew my father would rebuke me severely, or punish me, for any rudeness, but I disliked that uncle from that time on. No kindness shown me in after years, no congratulatory letters sent me when I had achieved a measurable success in my profession, no politeness shown me on various memorable occasions, could obliterate or lessen my antipathy to my uncle for his rudeness and lack of courtesy to me about the boots, and in other ways, when I was a little boy."—*Chicago Standard.*

Teasing.

FEW habits into which children fall are more reprehensible than that of teasing, and one child can afflict as much misery on another by teasing or "plaguing" as in any other way possible. Bad as this habit is in children, it is much worse in parents. In a child it may be excused under the head of thoughtlessness or ignorance, but no such excuse as that can be made for grown people, and especially parents. No man or woman has any right to bring helpless beings into the world and then render their lives wretched through the torture of teasing; for nothing less than torture is it to a sensitive child, and many a child is rendered extremely nervous as much by teasing as anything else.

A friend relates the following instance: "While traveling one day, a father, mother and a little boy about 5 years old entered the same car, and took a seat with the little fellow kneeling beside the window, his arms resting on the sill. No sooner were they comfortably settled than the father began amusing himself by pulling the child's ears, pinching his cheeks, shoving his elbows off the window sill, and pulling his feet. At every manifestation of anger or impatience the father would throw his head back and laugh. At last he made the boy cry, and his enjoyment had now evidently reached a climax as he kept saying in an audible whisper, 'Cry baby! cry baby!'

"The poor little fellow was a pitiful object. He was very thin, had tiny bones, and was evidently worn out nervously, and without doubt his physical condition was due to the thoughtless cruelty of his father, a big, healthy, careless, fun-loving man—monster—selfish and dense to every finer emotion. The patient expression on the mother's face, as she mechanically soothed the boy, proved that the experience was too common to even arouse comment in her mind."

In conclusion we will give an extract from the report of the proceedings of a well-known woman's club: "How would you break a child of the habit of teasing?" was a question. "By breaking older people of the habit of teasing the child," was the answer, which contained the whole truth in a nutshell.—*Clara S. Everts, in Farm, Field and Fireside.*

How Parents Influence Their Children.

ONE day I went to wish the children "good-by" before going to a meeting. Those children were having a meeting. My eldest girl was in the chair, and was behaving with great decorum, and my son was making a speech. As I entered, my second girl said: "No, that is not the way mother does; mother waves her hands about, so." Of course, that was a very little thing, but it was very delightful to think that those children had sat and watched their mother so carefully that they were able to take in her peculiarities of manner.

I often think that you and I, when we are

dead and gone, would be amazed if we could look back and see the thousand things our children remember, which we never thought they would remember, and the million things they have forgotten which we meant them to remember; and if we can look back into our children's hearts, we will feel surprised to see what it is that they remember best of us, and I feel inclined to put up a fervent prayer that the children may remember only how kind mother always meant to be, and how wise father always intended to be.

But there were two children out there in Whitechapel whom Dr. K. told us about. He was asked to attend a patient one night, and saw two children, one a boy and the other a nine-year-old girl. The girl had a doll in her arms, and was pulling her jacket around it; and the boy was walking up and down before her, using dreadful language — "swearing," said the doctor, "enough to make the blood freeze in your veins"; and the boy pretended to deal her a blow, took the doll from her arms, and threw it down upon the pavement, she shrieking, "He'll kill it, he'll kill it!" And then both burst into loud laughter, and the girl said: "How well you done it, Bill. I never see you so much like father." Think of it! That even the children's games should be like father, in all his miserable brutality, and that the game proved most enjoyable when it came nearest the miserable reality.—*Mrs. L. Ormiston Chant, in the Christian Register.*

Purification of Water.

THE housekeeper is more concerned with the question of how to purify water than in applying tests for its quality. Several methods are known, more or less suitable to use on a a small scale.

Precipitation or *coagulation* is a very useful method of purifying water. It is especially applicable to turbid waters. It depends on the fact that certain substances (among which is alum) decompose when put into ordinary water and liberate compounds which have the power to attach to the suspended matters and cause them to settle rapidly. The quantity of alum required is usually small, not more than 1 to 2 grains to the gallon, and this in great part decomposed; this quantity will not produce any unpleasant taste. The manipulation is very simple. The housekeeper who is troubled with a turbid water supply should keep on hand a solution of alum of such strength that a teaspoonful contains 1 grain. This may be prepared by dissolving 130 grains of crystallized alum in 1 pint of water. An apothecary can make up this solution easily and cheaply. To every gallon of the turbid water from one to two teaspoonfuls (say three teaspoonfuls to 2 gallons) should be added and stirred in. The water is then allowed to stand for a few hours quietly, when it will be found to be perfectly clear, and the suspended matter will have formed a thick deposit, from which the clear liquid can be poured almost to the last drop. It is very easy to prepare a tubful of such water over night. If the clear liquid be subsequently filtered it will be in excellent condition for drinking, and, besides, such preliminary preparation goes very far toward keeping the filter in good condition. Water settled by alum alone is, however, generally in good condition for drinking without filtration, provided it has not stood very long. It has been found, by a careful experiment, that water by treatment with alum becomes very much reduced in bacteria.

It appears, then, that for the housekeeper the problem to secure a tolerably good water is not difficult. Filters of simple construction, with reasonable attention and the use of alum in small quantity, will get rid of a very large proportion of the offensive and injurious matters. Of course, when it is necessary to use a water obviously contaminated, boiling is the only safe plan.

It must not be forgotten that ice is often very unsatisfactory in its purity. The modern methods of making ice from distilled water are of great sanitary benefit, but it is always preferable to either use the ice only as a cooling agent, without allowing it to mix with the drinking water, or to arrange it so that the water from the melting ice is filtered. —*Henry Leffmann, M.D., in Household News.*

THE

Mother's Nursery Guide.

BABYHOOD

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THE REGIMEN OF CHILDREN AFTER WEANING.

BY EZRA M. HUNT, M.D., TRENTON, N. J.

THE first five years of a child's life probably do more to determine the physical stamina and vigor of manhood and womanhood than any other one period which can be named. It is in this period most of all that physical abilities and defects are to be estimated; the one to be developed, and the other to be overcome and substituted. It is the chief habit-acquiring age, and the one in which the physical child is most directly under training and supervision. We are so used to speaking of the school period as the formative one that we often forget the greater physical significance of the years that precede it.

So far as food or regimen is concerned, the first year, by its maternal relations to nutrition, naturally separates itself from the succeeding years. Our knowledge of the literature of dietetics leads us to believe that we have less definite instructions as to the four years following than as to any other period of the same length.

Constitutional Differences after the First Year.

At about one year of age the indications for a change from chief reliance on a milk diet are made very definite by the successive appearance of teeth. There is much evidence that these precious nuggets do not appear much before they are needed for biting or chewing. Already a change is apparent in the demands of the child. It wants something to bite upon; it is ready to chew. Examination shows that it is no longer incapable of dealing with starch or other carbohydrates, and that the lactose in the form of sugar of milk is not enough carbohydrate for daily needs.

Most of the demands found under one year of age are increased. The child of under a year needs fully half as much fat, for instance, as a full-grown man, and from one to two years the proportionate demand is still large. The proteid foods, such as what is equivalent to the gluten of bread and the albumen of eggs, need increase, and must be made available in other forms and proportions than those found in milk. The demands for oil, sugar and some fresh animal element, such as milk, raw meat juice or extract of meat, in some form, is generally clear.

According to a recent and reliable analysis by Dr. Luff, the proportions essential in infants' food are as follows: Proteids, 2½; fats, 2½, and carbohydrates, 6½. The standard for an adult is: Proteids, 5; fats, 3, and carbohydrates, 15. Between the first and second years there is an increase of demand for proteids and carbohydrates, which is still more definite from two to five years of age.

By the end of the thirteenth month the child is generally furnished with twelve teeth, and at or soon after two years of age most children have twenty teeth. The indications all seem to be that *dependence* upon milk, or upon foods that are liquid, ceases at about one year of age.

We believe that it is rare that children can be kept at the breast with advantage much beyond that time, and surely not exclusively. It is a mistake to claim that children pass the second summer with greater safety when not weaned. It is true that they

will do better on the mother's milk than by the substitution of an improper diet, but if the mother's milk is continued, it is rare that the child is well sustained unless it has also admixture of other foods. The demand for nitrogenous material increases. The fats are still strongly demanded. "These," says Cheadle, "are wanted for every tissue formed and forming, especially for brain and nerve cells and for the marrow cells." Fat is not produced within the body as readily as in adults, and yet is more needed than by them. So soon as the molar and canine teeth appear, the chewing process indicates readiness for some of the carbohydrates. The three additions to the material contained in the mother's milk which are most indicated are fats, sugars and starches. While there yet needs to be some caution as to the amount of starchy food, the relish which the child has for a well-cooked, mealy potato, well salted and with a little butter added, is a call of Nature. Our only hesitation in recommending it as a part of the daily bill of fare is that potatoes are so often poor and so often badly cooked.

We must not forget the amount of carbohydrates furnished in the mother's milk in the form of sugar, and therefore must substitute this lactine, or sugar of milk, by milk of kine and the purest and best forms of pure sugar, although not in excess.

The indication for nitrogenous food is met by bread, and it is doubtful whether oatmeal, Indian meal, or any of the artificial foods furnish it in better form. Well-baked bread, not too fresh, with a little butter, and sometimes a little molasses, agrees well with most children. The crumbled crust of bread, moistened so as to be easily chewed, is especially grateful, and to some children with irritable stomachs especially valuable. From twelve to eighteen months of age, foods which have been dextrinized, *i. e.*, in which the starch has been partially changed into dextrine, then into maltose and then into grape sugar, are available. These of various forms are furnished in prepared foods, and their choice must be directed by the medical attendant. It is at this period that soft-boiled eggs form a most desirable food for children. These take the place of the animal food which is sometimes desirable, and which could be oftener recommended for this period, except that the fiber of meat is not readily comminuted.

In the case of children showing lack of vigor, advantage is often derived from the use of meat juice, for the preparation of which the following is a convenient formula: "Raw meat juice should be prepared by mincing finely the best rump steak, then adding cold water in the proportion of 1 part of water to 4 parts of meat. This should be well stirred together and allowed to soak for half an hour, cold. The juice should then be forcibly expressed through muslin by twisting it. This process is the result of many experiments made for the purpose of ascertaining the best means of obtaining meat juice of the highest nutritive value."

Some cases of scurvy in children, or in mothers, have especially pointed out the need of vegetable juices and of the juice of raw meat; and where these cannot be had, greater reliance must be placed upon the use of good milk.

Facts Concerning Milk.

Whether, say, from twelve months, the milk, which should still form a part of the child's food, shall be that of the mother, or cow's milk, will depend much upon the complete health and convenience of the mother. Such are the risks with commercial milk that we incline much to the advice that it should always be boiled soon after being received. Now that we have reason to know that milk may convey tuberculous and other diseases, and that it is a great absorbent of organic poisons, it is all the more important that it should not be given to children in a raw state, unless the source, mode and place of keeping are well known or under personal direction.

The change in the nutritious quality of boiled milk is that the albumen rises as a scum on the surface to an amount of about one-fifth of the casein; but this deducts but little, and really brings it nearer in composition to human milk. The advantages are that the curd approaches nearer to that of

mother's milk, being made lighter and more digestible, that boiling sterilizes it, and that it is less liable to sour. It is only slightly more constipating, and if used when the mother's milk is first replaced, will be relished by the child. If brought to a heat of 155 degrees Fahrenheit, and kept at that heat for six minutes, it is sterilized as effectually as by boiling to steam heat. It will also keep for several hours longer. It is better taken slightly warm, and, if taken cold in large quantity, should be eaten as are bread and milk. Children should be taught to sip and drink slowly, as a full draught of any fluid disturbs intestinal action.

Condensed milk of the best brands has the advantage over ordinary milk in that its casein is, like that of boiled milk, more digestible than fresh cow's milk, and that it keeps better. The chief objection is the lack in uniformity in composition and the great excess of sugar, so that children often get over-fat with its use, and it eventually impairs digestion. As a rule we much prefer fresh milk which has been boiled, or heated to 155 or 160 degrees Fahrenheit. For the second year of life the use of from a pint to a quart each day is not excessive, but much depends upon the proportion of other foods.

Care must be had that too much reliance is not placed on artificial foods. The stomach may come to enjoy, and the appetite to crave, food that is not best for the child. Likes and dislikes often become habits which are not perfect guides. Hence Cheadle, speaking of some of the usual foods of infants, writes thus: "All predigested foods infallibly debilitate and demoralize a healthy stomach, after a time, by relieving it of work which it ought to do. They are, therefore, not fitted for permanent use, and especially as a regular food for little children whose digestive powers require to be developed and improved, not impaired." He also notes the fact that milk is an animal food, while the early substitutes are all vegetable and mostly of the cereal type.

A recent article by Prof. W. H. Porter shows the trend of certain advanced views. It claims that an "egg and meat diet with the milk should be fully established before the first year of life is passed." While we do not agree with this as a general statement for so early a period in healthy children, yet it is true that eggs and the juices of meat are indicated much earlier than is generally supposed.

Changes in Diet after the Eighteenth Month.

After eighteen months of age we have no hesitancy in recommending the use of meat for children once a day. It should be in small quantities and of tender fiber, mutton being generally preferred. The amount will much depend upon how far milk and eggs form a part of the daily allowance. Where meat of proper quality cannot be procured, we prefer as a substitute Liebig's Extract to any other preparation.

We have thus outlined the foods which we deem best for the child which has reached its full year, or in some cases fifteen months, of age with a fair degree of health, and has up to that time depended on the mother's milk, or on a liquid substitute as nearly like it as possible. As all changes should be gradual at first, other foods need to be in small quantities. We may say more definitely that the child should still take from a pint to a quart of boiled milk each day, chiefly with its meals. Its first meal should consist of oatmeal to the amount of about one tablespoonful, well cooked, and not eaten rapidly. If for any reason this is intermitted, or if a change is needed, a soft-boiled egg with some bread and butter is a good substitute. Often the one can be allowed in the morning and the other at night, and the two are not excessive if thus taken with a long interval between. At the noon meal, bread, at least one day old, eaten with butter and some milk, will often suffice. Ripe fruit, either at morning or noon, given by the nurse with discretion, free from seeds, agrees far oftener than is supposed, and is often as good a relish for the child as it is for the adult.

After eighteen months of age a hot mealy potato, with salt and butter, is well relished

at the noon meal by most children, and often is of service before that period.

The inability to deal with starchy foods does not extend far into child life, unless after one year of age the digestive system has not had a fair chance at sugar, starch and dextrine with proteids. We do not mention a wider range of diet because quantity, quality and mode of eating are at this period far more important than variety, unless variety is indicated by conditions of ill-health which bring the child within the oversight of the physician. The one thing desirable is a mother, or nurse, having good understanding as to the value and range of foods that are permissible, as to indications for drink or food, at more frequent intervals, and as to the necessity of system.

It is very rare that a child under two years should be allowed at the family table; the temptation to variety should not be presented either to parent or child. There are, no doubt, cases of discipline where the rules of good judgment are never transgressed by mother or father, sister, brother or friend, but such cases are too rare to do more than help establish the rule.

We shall hereafter speak definitely of the period of from two to five years of age, when both the nursing and transition period are passed, and the child with a mouth full of teeth enters upon the chewing period of life.

INFANT CLOTHING.

BY CHARLES W. TOWNSEND, M.D., BOSTON.

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THE reason we put clothes on the newborn infant is primarily to keep it warm. Babies have not the strength to resist cold that adults have, and it is a simple physical axiom that small bodies, having larger surfaces in proportion to their size than large bodies, cool off more quickly. A child with a plate of hot pudding divides the pudding into small pieces, that it may the more quickly cool.

If the baby has too little clothing it has to spend a great deal of force in keeping warm —force which would otherwise have gone to growth and the various functions of digestion, respiration, nervous action, and so on. Hence the baby that is insufficiently clad may not show it by catching cold, as the term is ordinarily used, but in ways not commonly thought of, namely, retarded growth, indigestion and fretfulness. The hardening process, so-called, of slight clothing and exposed legs—the low neck and short sleeves of our grandmothers are fortunately out of fashion—is therefore a dangerous one in this climate, and those who practise it should clearly understand that a child so treated may be entirely free from colds, yet suffer from the effects of insufficient clothing in the form of less vigorous growth. Of course there are exceptions to this rule, and the fact that we sometimes see large vigorous children brought up on an extreme hardening system should not blind our eyes to its dangers, any more than the fact that a poor neglected baby occasionally thrives and grows strong, although it is given cabbage and baked beans at the age of four months, should lead us to consider this an ideal form of diet for infants.

On the other hand, we must by all means avoid the opposite extreme of too much clothing, oppressing the baby by its weight as well

as by its excessive warmth. This, unfortunately, is a common mistake. Such babies are too warm, they perspire frequently, have frequent heat rashes, and are particularly liable to catch cold. This latter fact adds to the mischief; for the anxious mother, seeing the liability to colds, is still more careful to wrap warmly the precious baby. Avoid the two extremes; the baby with cold hands and feet and chilled legs needs more protection; the baby frequently hot and perspiring is too warmly clad.

In protecting the baby properly as regards warmth and cold, we must remember to dress it loosely and to avoid the sin, so often committed, of tight clothing for infants—a sin fortunately less common now than in the preceding generation. A baby is growing, and growing more rapidly than in any period in its existence. During the first five months a normal infant doubles its weight. Not only is it gaining flesh and fat, but its bones are growing, its limbs and bowels and other internal organs are growing. During this period its bones are soft and flexible and easily distorted by outside pressure, and the easily bent ribs, if pressed upon, will distort and retard the growth of the lungs, so important for the health of the whole system. Watch a naked baby while awake; it is constantly trying its muscles, kicking its legs, moving its arms, indulging in natural and healthy exercise. Observing this, and knowing the rapidity of a baby's growth and the ease with which its soft tissues and organs are compressed and distorted, how can any one pin up babies in tight clothing as is constantly done? The old-time nurses say it improves their form, they look neater, and, lastly, they are less liable to rupture. It is hardly necessary to answer these arguments except the last one, which I shall speak of presently.

Before leaving the abstract side of clothing and speaking of each article in the concrete, let me mention one popular erroneous idea, namely, that tight clothing is warmer than loose. The exact opposite is the truth, for the layers of air in loose clothing are poor conductors of heat and therefore add to the warmth, while tight clothing, by interfering with the circulation, diminishes the warmth in the extremities.

The Band.

The first article of clothing put on the newborn baby after its bath is almost universally the *belly-band* or *binder*. This, if of proper width, extending up to the ribs, affords a warm protection to the organs concerned in the important function of food digestion and assimilation. The ordinary flannel band that is pinned behind is objectionable, as there is always danger of its being pinned too tightly. Hence a circular one of elastic woolen materials is to be preferred; this can be knitted or be made of woven woolen, the Jaeger flannel, which can be obtained of different weights, being perhaps the best. The circular band can be used from the first before the navel cord has fallen off. It answers every purpose of warmth and protection to the bowels, and subjects them to no unnatural compression, which is frequently the case with the ordinary flannel binder too tightly pinned.

But the old-fashioned nurse will say, there is need of a tightly pinned binder to prevent rupture. The answer is that the tightly pinned binder is more liable to cause rupture, and for these reasons: Rupture, or hernia, is a forcing out, under the skin, of some part of the bowels from their proper place, and in babies occurs at the navel or in either groin, the latter being the more common. Now when a baby takes deep breaths, as in crying, the bowels naturally move up and down. If this movement is hindered by the tight binder, the bowels seek some outlet, and may be forced down through the canals in the groins, causing a rupture. Where there is a tendency to rupture at the navel, the ordinary tight binder, although not aiding in it, is insufficient to prevent the rupture.

The Napkin.

The napkin, or diaper, is in reality an article of dress, and may be next considered. The safety-pin that fastens it should be the only one in the baby's costume. Here, also, there is danger of too great snugness, and I have often seen the napkin pinned so tightly

as to interfere, not only with the motion of the legs, but also with their circulation, so that deeply congested marks were left on removal of the diaper. As to the material, it can be of old soft linen or of cotton. The former is cooler, especially when wet, than cotton, but is less liable to irritate a very delicate skin. For these reasons the cotton is to be preferred for some infants, the linen for others. Woven stockinet diapers can now be obtained, which have the advantage of fitting more neatly and of softness. These diapers are more nearly like what is called in surgical parlance a T bandage, holding in place a pad which receives the discharges. Greater freedom in the movement of the legs is thus allowed, and they are not wedged apart, as is often the case with the ordinary napkin. A pad of absorbent waste, or oakum, covered with cheesecloth, can be used, which can be burned when soiled, thus saving the trouble and expense of washing.

A rubber diaper is an abomination, for a napkin should always be changed at once when wet, while the rubber converts a wet napkin into a poultice.

Shirts.

The shirt should be a shirt, and not one of the linen sleeveless garments fortunately now less used than formerly. Linen dissipates bodily heat quicker than any other material used for clothing, and it makes one shiver to see babies clad next the skin in these garments in winter. Wool, thicker or thinner, dependent on the season, with long sleeves in winter, is the best material. Hand-knitted shirts are often too rough and warm, and irritate the skin. Silk is warm, like wool, and has the great advantage of not shrinking. Its expense is, of course, a detriment. The woven shirts buttoning up in front like an adult's are the best, but for young babies it is easier to have the opening extend the whole length, so that the shirt can be put on like a jacket.

Petticoats.

The petticoat comes next, a garment that should always supersede the old-fashioned pinning blanket, which, unfortunately, is still too often seen. The pinning blanket has several serious faults. In the first place, it generally covers the chest with cotton or linen instead of with wool, although the latter is sometimes used. In the second place, it requires to be pinned; and given a garment to be pinned, and a woman to pin it, the occupant of the garment is sure to suffer from compression, which is generally greater the greater the neatness of the woman. The pinning blanket offers a special inducement to tight pinning from the fact that it is otherwise liable to slip down, having nothing over the shoulders to hold it up. The average woman is, I think, incapable of realizing the tightness of a garment, being always used to a tight garment herself.

Let the pinning blanket, then, always be avoided as a garment ingeniously faulty in its principles. The petticoat of flannel, with its arm-holes, and buttoning loosely behind, provides sufficient warmth and covering, and cannot be fastened tightly, even by an old-fashioned nurse. If it is folded up at the bottom, sufficient room should be left for the infant to move its legs freely.

The Outer Garment.

Of the outside slip, or dress, it is unnecessary to speak here, except that simple ones of fine material, easily washed, seem in better taste than those made with much lace and many flounces, whose weight alone is a detriment to the infant. In dressing the baby the petticoat can be put inside the slip and both put on together, which cannot be done with a pinning blanket.

The Gertrude garments are similar in principles, except that a single long inner garment is used, instead of a shirt and band, as described above. The excellence of the Gertrude plan of dressing cannot be doubted.

Foot Covering.

The monthly nurse, examining the wardrobe of the new-born baby, especially if it be the first one, is sure to find a collection of pretty little knitted socks or shoes sent by loving friends. How pretty they look in the bureau drawer—and there they had best re-

main! My objection to them is that they will not stay on, unless they are tied so tightly as to interfere with the circulation, causing cold feet. Most babies need nothing on their feet while they are covered up in the long petticoat and slip. If, however, the feet are found to get cold, let them wear long knitted or woven stockings, which are securely kept in place by pinning to the napkin. It seems hardly possible that the soft knitted shoes or stockings may distort the feet, but this is the case if care be not taken to have broad-toed ones. I have seen little babies with over-riding toes caused by wearing pointed socks.

As to the pretty little leather shoes with stiff soles, these should never be thought of till the child walks. A cramped foot is never made beautiful. It is ugly and a source of great discomfort. If any extra covering is needed for the infant's foot, the soft, broad-toed moccasins are to be used.

AUNT JO AND THE BABY.

A STORY BY AN OLD DOCTOR.

THE interesting event is over. The lights are turned low. The newly made mamma is trying to get a little sleep after her ordeal. The nurse, after a night of work and watching, has gone upstairs for some well-earned rest. The doctor is on his way home, and Aunt Johanna sits in an easy-chair, gently rocking the little stranger, while the two female relatives, who always attend "functions" of this kind, sit looking at the bundle of warm flannels and humanity, talking of the events of the night, but in subdued tones, fitting the greatness of the occasion. In a lull in the conversation Aunt Jo glances down at the precious bundle, and the tender light that comes into every good woman's eyes when she looks at a new-born babe creeps into her gentle orbs, and she sighs; for corpulent, good-natured, plain Aunt Jo has secretly wished for a husband for—well, for some years now, and she begins to fear that this baby may be as near and dear to her as any baby ever will.

One of the female relatives sighs in unison, and murmurs, reminiscently: "Yes, when my Jimmy was born." But no one finds out until long after just what happened at that particularly interesting period in her own and Jimmy's lives, for Aunt Jo, who has been slyly running her hand under the long, soft skirts of the bundle, to see if the little body and legs are warm enough, suddenly withdraws it, and, thrusting it under the shade of the lamp, stares at her fingers with whitening face. Across the plump index finger is a red, glistening stain.

Then she hastily and nervously turns the white flannels up from the legs and body, and there, on the margin of the body-band, is a spot of blood. Aunt Jo's quick exclamation and hurried movements have brought the two relatives to their feet, and they both bend over the little form, staring for an instant at that dark spot that seems to be growing larger, their eyes dilating with the fear that most women show at the sight of blood. "Send for the doctor!" "Call the nurse!" "Give it some salt and water!" comes from one, who has lately been reading an article in the *Daily Horror* on "Saline Transfusion in Hemorrhage," and has gotten her data slightly mixed. Then one rushes off for "John" and dispatches him for the doctor without coat or hat, and again hurries on for the nurse. Aunt

Jo sits, white and still, for fear any movement may "make it worse," as she afterward explains. A cry from the baby causes the remaining female relative to lose her head in muddled excitement, and she rushes around the room, picking up one thing after another and setting it down again, like a Swiss bellringer whose bells are a long way apart.

A quick footfall is heard. Aunt Jo looks up. The Swiss bellringer ceases her imaginary ringings; as the nurse steps swiftly across the room and kneels by the side of the now quiet infant, she notes that the blood has evidently come from the cord, or navel-string, and she quickly inserts one hand, palm down, under the bandage, while the other deftly removes the clothing and the pins from the bandage itself. As the latter is handed to the bellringer, who with restored confidence is now watching the proceedings, the navel-string in its wrappings, bathed in blood, is exposed. The nurse, with deft fingers grasping it firmly close to the belly, still pressing the cord tightly, manages to change her grasp to below the wrappings; they also are removed, and the bare, shining cord alone remains. The relatives twain, who are now executing her orders, bring her hot water and string. She selects a piece of strong, light twine, and, passing it around the navel-string, takes a double instead of single twist in the loose ends, forming what is known as a surgeon's knot. Then she draws it down tightly, deep into the white substance of the cord. A knot or two more, one on top of the other, makes it secure. Then carefully sponging off all blood, she examines closely the severed end, and the junction of the cord and belly, for any point of hemorrhage. Finding that the bleeding is evidently checked, she dries the parts well, watching for any stain of blood, and then for security's sake she places another ligature just below the previous one. Then taking a piece of old soft linen, and passing it over the flame of the lamp until it becomes brown, she wraps the cord neatly in it, covers the baby warmly, and sits down to wait for the doctor's arrival, which occurs in a few minutes.

As he enters, both female relatives jump to their feet and try to tell the story at the same time, in different ways. "What!" he grunts, "hemorrhage from the cord, eh? How is it, nurse—ligated? That's good." Then he examines the cord, cuts off the ligature that he had previously applied, and finds that a knot had formed in the strand of silk, preventing it from drawing tightly, thereby allowing the slight oozing that the nurse's ligatures had controlled. Questioning elicits a history of hæmophilia in the family. This he explains is a condition due to heredity, in which hemorrhage takes place from slight causes, being often difficult and at times impossible to control. Possibly the baby has a slight taint of this condition and must be watched for any future manifestations of it. Then he speaks learnedly of the changes that take place in the circulation after birth and the contraction in the cord due to this factor, and the two female relatives say, "Yes," and look wise, and wonder what he means, anyway. He commends the nurse, assures them that everything is now all right, thanks to her judicious management, orders the baby to be again dressed, and bids them good night, while the nurse goes quietly off to bed.

Again the lights turn low. Mamma dozes, unconscious of the incident downstairs. The two feminine relations talk again in subdued tones, Aunt Jo looks at the sleeping bundle in her lap, and, as the gray light of the young dawn peeps sleepily in by the curtain's edge, sighs, and wonders, and treasures up wisdom, with hope, like the dawn, peeping in.

BACTERIA AND DISEASE.

THE Annual Report of the State Board of Health of Wisconsin contains an important and timely article on this subject, contributed by Prof. E. A. Birge, of the University of Wisconsin, from which we quote the following:

Bacteria of Typhoid Fever.

Typhoid fever is caused by a short, thick bacillus with rounded ends, actively motile, and capable of growing, not only in the body, but also in milk and other articles of household consumption, and able to live for some time in water. If these bacteria gain access to the digestive tract, they begin their growth in or on its wall, penetrate it, and with the blood or lymph circulate to the organs of the abdominal cavity. In the liver, spleen or other organs they settle down and develop into colonies, which, as they grow and feed on the tissues, produce a poisonous substance. This, absorbed into the blood, produces the general symptoms, such as fever, and, also acting on the organs specially affected, causes the local symptoms of the disease. Not infrequently other micro-organisms of the intestine ordinarily unable to injure the body are able to get through its wall by the path opened by the typhoid bacilli, and so cause complications of the disease, such as peritonitis.

The bacteria enter the body through the mouth. They are discharged in great numbers in the evacuations of the sick, and it is not difficult to see how—from soiled linen, etc.—they may get on the hands of persons occupied in the care of the patient. While careful washing of the hands may remove them, it may not do so, especially from under the nails, etc., and thus the bacteria may pass directly from person to person. This method, however, is not very common, since even ordinary care usually removes the bacteria. In cases of epidemics of typhoid fever, the ordinary means of passage from person to person is indirect, as by drinking water. This has been proved directly in some cases, and the indirect proof in many others is abundant. The bacteria pass from the privy vault into the well, and thus set up new cases among people using the water. Sometimes, as at Plymouth, Pa., the water supply of a whole village becomes infected by sewage, and a murderous epidemic is caused.

There are plain, practical conclusions from our knowledge of the way that typhoid fever spreads. The bacteria should be destroyed as soon as they leave the body of the sick. All discharges from the intestines should be disinfected; all clothing, bed linen, etc., carefully disinfected, or at any rate, thoroughly and promptly boiled. All articles which have been used in the sickroom ought to be similarly treated, or burned if of no value. Typhoid fever undoubtedly costs the people of Wisconsin a vast sum of money annually in the cost of doctor's bills and nursing, in the loss by death, and the far greater loss from prolonged illness. Almost all of this might be prevented by care, which is not beyond the means or skill of any intelligent person. If every case of typhoid fever were treated as carefully as one of smallpox, the disease would become as rare. And less care is needed in order to reach equally good results, since typhoid germs leave the body in only one way—from the intestine—while those of smallpox leave from the skin in a dry condition, and are thus able to infect the air as those of typhoid fever are quite unable to do. Isolation of the sick is not necessary in typhoid fever, but careful and thorough disinfection of all discharges, and of articles soiled by them

or used in the sickroom, is imperatively demanded.

It may be added, in conclusion, that the bacteriological investigation of water to find the typhoid bacillus is ordinarily useless. The bacillus is extraordinarily hard to find, and as the period of incubation of the disease is two weeks or more, it has probably disappeared from the water before suspicion is directed that way. It is utterly useless to send a bottle of water to a bacteriologist with the request that he look for the typhoid bacillus in it. If the water supply can be infected by the typhoid bacillus, proceed on the supposition that it is so. Typhoid fever will greatly decrease and almost disappear when people learn that sewage and the drainage from privies are not fit to drink, even though much diluted with pure water.

The Cholera Bacillus.

Cholera is a disorder whose cause was long sought in vain during the numerous epidemics which have passed over Europe since the year 1829. In 1883 Robert Koch discovered a short curved rod in cases of the disease which he regarded as its cause. This bacillus has since that time been regularly found in the excreta of persons suffering from cholera, and is now generally accepted as the agent which causes the disease. The bacterium is a member of the spiral group—the spirilla—but it ordinarily divides so rapidly that each individual presents only part of a turn, and thus resembles in form the mark of a parenthesis. Hence, the name which Koch first applied to it and by which it is still known—the *comma bacillus*. It is an actively moving creature; it can live in milk and other household articles; it lives for a time and may even multiply in water, but in our climate, at any rate, it cannot live permanently nor for a very long time in water. The bacterium is killed very easily. Drying even for a short time is fatal, as is heat even under the boiling point. Weak (2 per cent.) solutions of carbolic acid soon kill it, and other similar disinfectants are rapidly fatal.

The bacilli enter the body by way of the mouth along with food or drink.

If the cholera spirillum grows in the intestine, it sets up fermentations there which produce a poison that kills the cells which line the intestine. The blood capillaries are exposed, and the watery part of the blood escapes into the intestine. The "rice water discharges" of cholera are composed largely of this watery part of the blood mingled with flecks of mucus, dead cells, etc. The poison is also absorbed into the blood, but the chief damage is usually local rather than general.

The germs cannot be spread by the air, since drying is so rapidly fatal to them. Persons busied with the care of the sick easily get their hands infected, and thus transmit the bacteria to themselves or to others. Flies also may transport the bacilli from excreta to food. They may also be transmitted by drinking water, but less easily than the typhoid germs, since they die sooner. The bacteria are discharged from the intestines of the sick in great numbers, and they leave the body in no other way. Hence, if the excreta are promptly and thoroughly disinfected, and all articles which are or possibly may have been soiled are similarly treated, the spread of the disease may be checked. Of course under certain conditions it is almost impossible to carry out such precautions. In crowded tenements, among people naturally filthy in their habits, ignorant of sanitary measures and opposed to them, cholera will find many victims. But there is no reason for the irrational dread of the disease which so many persons have. Under good sanitary conditions it can be controlled as readily as any infectious disease. But to secure this control there is necessary the co-operation of the whole community in the strict enforcement of sanitary measures. I do not intend to enter upon an account of these measures. This information the State Board of Health supplies in other ways. I wish here to emphasize only the facts: (1) that cholera can be prevented from becoming an epidemic in communities in good sanitary condition; (2) that its prevention depends on the scrupulous observance of sanitary regulations if cholera invades the community.

There is practically no danger of cholera from goods brought across the Atlantic. Filthy rags may offer conditions in which the bacteria may survive so long a journey, but ordinary wares do not, and danger from this source is inappreciable.

The Bacillus of Tuberculosis.

Of the bacteria which are inhaled and attack us from the side of the lungs, none is more dangerous than the *bacillus tuberculosis*, or bacillus causing consumption and other forms of tubercular disease. It is estimated that one-seventh of all deaths are caused by this bacterium. It is a very small slender rod about 1-15,000 inch long and a quarter as much in diameter. It is entirely motionless. It is strictly parasitic and naturally grows only in the body of man or of the higher animals. It can be cultivated only at a temperature close to that of the body and on carefully selected food, so that its multiplication outside of the body is impossible except by careful cultivation. However, it is very tenacious of life and will live in dust for a long time. It is discharged from the sick in the sputum, often in great numbers. A single case of consumption may set free many millions of bacteria every day. They may be dried, blown about as dust and inhaled by healthy persons, and this is the ordinary method of infection. The bacteria establish one or more colonies in the lungs, whose tissue is destroyed, slowly but steadily, by the poison which is manufactured as the bacteria grow and multiply. Thus the lung is gradually destroyed; the poison is absorbed into the blood in later stages of the disease, causing fever, etc., and other bacteria ordinarily unable to do any harm attack the wounded lung. The relatively slow growth of these bacteria and the consequently slow advance of the disease are remarkable. There seems to be a sort of balance between the powers of attack on the part of the bacteria and the resisting powers of the body. It often happens that change of climate or occupation may so strengthen the lung as to render its powers greater than those of the bacterium, and so to check permanently the progress of the disease. Yet slowly as consumption advances, its progress, when the disease is once established, is very difficult to arrest. In both particulars, slow advance and difficulty of cure, tuberculosis stands alone among bacterial diseases.

Sometimes tuberculosis attacks us from the intestine. The danger of this is not great for adults, but a great number of cases of tuberculosis among infants are caused by milk from tuberculous cows. Human milk rarely contains tubercle bacilli, even when the mother is affected with consumption. But tuberculous cows are a real and great source of danger, as their milk is liable to infection even when the disease has made only slight progress in the animal. Careful inspection of dairy herds is a necessity of public health.

The question is often asked, is consumption hereditary? It is possible that some, perhaps many, cases of tuberculosis in infants are directly inherited from the parents. But it is not at all probable that consumption can appear as an inherited disease in persons grown to youth or maturity. In such cases of apparent inheritance the fact is that the child has inherited, not the consumption, but the weak lungs, of the parent; and as the parent fell a victim to the attack which his weak lungs were not able to resist, so the child is liable to suffer. The practical conclusion for children of tuberculous parents is obvious. They should so work, play and exercise as to strengthen their lungs and to keep up their general health. They need not be fussy, but in choice of occupation and manner of life they should practice those common rules of plain, healthful living which we all know and all break far too often. If they have the courage to live healthfully and not to worry over their lungs, there is no reason why they need fall victims to consumption. They should guard the weak place in their vital defenses both directly and indirectly.

It is only recently that consumptives have appreciated the need of disinfecting their sputum. But the necessity is obvious, and all physicians can suggest methods. Of course disinfection in a disease so long con-

tinued as consumption involves a good deal of trouble. Whether consumptives and those who take care of them will practice it, depends on the value which they set on the lives of others.

Diphtheria.

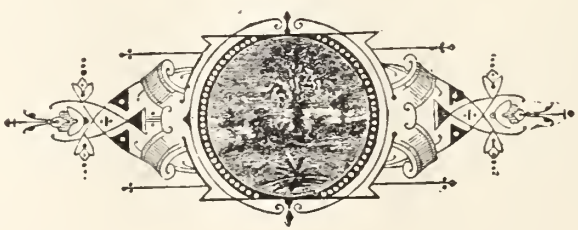
If consumption kills more than any other disease, diphtheria is certainly the most fatal of the rapidly progressing bacterial diseases. It is caused by a short, thick bacillus, which grows in the deeper parts of the false membrane developed on the throat or other parts affected. Great as is the injury sometimes done to the throat by the development of this membrane, the chief danger of diphtheria lies in the poison manufactured by the germ and absorbed into the blood. It is this which causes the injury to the kidneys, the heart failure, the paralysis, and other general symptoms of the disease.

The bacillus of diphtheria may be grown in milk and on various culture media, but it is hardly probable that it often grows outside of the human body. It withstands drying better than the cholera spirilla and may live dried for some months under favorable conditions. The disease, however, is most likely to arise from a preceding case directly, although, of course, it may easily be carried from the sickroom by persons not infected with it. It is not at all likely to come from the air out of doors, or from drinking water, or from articles of food, unless they have been infected directly from a case of the disease. One chief danger of infection lies in the fact that cases of sore throat, hardly recognizable as diphtheria, may be causes of the disease, and may communicate it to other persons in a virulent form. In this way arise many epidemics whose origin is not traceable. No case of sore throat in school should be overlooked if there is any possibility of diphtheria, and in any doubtful case the physician should insist on quarantine until the nature of the disease is established.

A few words here on the relation of diphtheria and other bacterial diseases to filth. It is not probable that these diseases often arise directly from filth. Decaying animal or vegetable matter is a very unhealthy place for a disease germ; the decomposition bacteria soon overgrow it and kill it. For this reason its life in sewers, etc., is far shorter than in pure water. What filth does by the gases to which its decomposition gives rise is to induce a low state of health in persons exposed to them, and so make them unusually susceptible to attacks of disease, and also less able to cope with them. Then, too, people whose premises are filthy are likely to be physiologically filthy, and thus doubly in danger. Filth does not breed diphtheria out of itself. Its neighborhood may make one more susceptible if the diphtheria germ gets into the throat. The source of a case of diphtheria should always be sought in some preceding case.

Strict isolation of the patient should be enforced in diphtheria, and all discharges from mouth or nose carefully disinfected.

After recovery from diphtheria the bacillus is frequently found alive in the throat for two weeks, occasionally for three weeks and, rarely, for four. A child, then, should not be permitted to return to school for at least two weeks after recovery from diphtheria, and the period might well be prolonged to three or four weeks.



SOME RECENT BOOK-CHILDREN.

BY S. M. O.

THE child as an object of interest to grown people has an established place in literature. No later book can give more sympathetic insight into the child's mind than did "The Mill on the Floss," for instance. But the increased interest felt of late years in all that concerns the welfare of childhood has naturally brought into being a group of stories having their whole concern with a child's life, regarding everything from a child's standpoint and in relation to the child, though meant for older readers.

Among the newest of these are Mrs. Deland's "Story of a Child," and Mrs. Burnett's serial story lately published in *Scribner's Magazine*. The title of the latter, "The One I Knew the Best of All," marks it as autobiographical, and to that circumstance it, of course, owes part of its attractiveness, but by no means all. Indeed, one may take the liberty of doubting whether we really do know ourselves the best of all, even retrospectively, without impairing the interest of the story; for as a picture of a child's development it has its own value to all who vividly remember their childhood, and may give useful suggestions to those who care for children. Mrs. Burnett thinks the main difference in children to be a difference in their powers of imagination. In her case, surely, imagination was a well-spring of delight. The child was mother to the woman in devotion to the Story, for that was her great passion and pursuit almost from the dawn of memory. First to read, then to invent, and finally to tell and write stories, was the occupation and pleasure of this Small Person. And though her surroundings were prosaic enough, astonishingly little of variety, travel or adventure falling to her lot, which was cast in an English manufacturing town, with only occasional bits of country sojourning, this did not prevent her tasting in imagination all life's store, and living in a pleasant region of her own, "the dear land of story books"—a happy child, who could forget the smoky air, gray sky and dripping roofs of Manchester, and lose herself in imagining and acting out her little romances.

Someone has spoken of the need of training children to define the limits of imagination, to avoid confusing fact with fancy. And, considering the large part played by imagination in most children's games, probably this ability to keep it within bounds is of as much consequence as the strength of the faculty. Ellen, the heroine of Mrs. Deland's story, is also an imaginative child, but imagination to her becomes a snare, and brings distress instead of pleasure, because she does not control and make it objective. Her own infinitesimal, or purely fancied, wrongs are magnified a thousand diameters, and she becomes to herself an object of melancholy interest, fancying that her kind grandmother, who is somewhat rigid, does not love her, and arranging petty schemes for getting herself at once appreciated and forever disposed of. Unlovely as this lack of childlike simplicity appears, we must admit that Ellen is a not unnatural product of her environment. The shadow of puritanical ideas lies over Old Chester, her home, and Duty casts a solemn gloom on all the scene. The grown people are intent upon doing their duty, as if it were a set piece of work, and the children imbibe the idea that everything which is not duty is wrong. The knowledge that she does many

things besides duty makes Ellen feel that she must be regarded as a criminal, and she vibrates between the desperate conviction that she really is a hopeless reprobate, and the contrary feeling that she is far better than anybody suspects. No wonder if she becomes a painful egotist. Evidently the thought never dawned in Old Chester that children or grown people need anything less abstract than duty to do and think of.

Neither of the childish heroines seems to have been much affected by lessons or "improving reading," such as was vaguely recommended to the Small Person by her mamma. Somebody said a long time ago that he cared not who made laws for the people if he might make their songs. Probably it would be going too far to say of our children that we care not what they study, so long as the stories they read are of the right sort; but surely the stories need to be chosen with the same care as the lessons.

Though Ellen's light reading was about martyrs and missionaries, to her no less than to the little English girl the lessons were simply a thing to get done with, while the stories furnished her mind and were faithfully reflected in such plays as burning martyrs—represented by nothing more sensitive than hollyhock blossoms—and worshiping mysteriously, and with an underlying sense of the awful nature of the deed, an ugly little idol brought from foreign parts.

Everybody has heard of the child who went to the grocery to buy some beans, and in answer to the grocer's question what they were for, said, "Mother went away to-day and told us to be sure and not put beans up our noses, and there weren't any in the house." Ellen had heard so much of the dreadful wickedness of idolatry that she thought, like the bean girl, that she would like to try it, and see how it felt to be wicked.

Such realistic plays recall the sympathetic treatment which Mr. R. L. Stevenson gives them in his "Child's Garden of Verses." Each eager "pretend" he accepts with the seriousness that children feel it deserves, recognizing the value added to all common things because they are not merely what they seem. In his pages the adventurous hunter stalks his game with infinite caution, though his jungle is the sitting-room.

"Now with my little gun I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.
* * * *
These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink."

A pleasanter type of childhood altogether than the Old Chester type, because more healthy and natural, emerges from this little book of which the great charm is its easy simplicity, though much of the careful art that hides itself was surely needed to keep the childish standpoint so uninfluenced by mature reflection—to let the child speak so straightout his own independent thoughts.

The overtopping size of grown people is one thing that deeply impresses the child poet. To him the gardener is—

"Old and serious, brown and big."

He delights in making for himself a miniature kingdom out of doors, to fit his own small stature:

"I played there were no deeper seas,
Nor any wider plains, than these,
Nor other kings than me.
At last I heard my mother call
Out from the house at evenfall,
To call me home to tea.

And I must rise and leave my dell,
And leave my dimpled water-well,
And leave my heather blooms.
Alas! and as my home I neared,
How very big my nurse appeared,
How great and cool the rooms!"

Natural enough, too, is his mild and pitying surprise at the dulness of his elders.

"Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything."

Apropos of the serious gardener he reflects—

"O how much wiser you would be,
To play at Indian wars with me!"

Again, in fretful mood, he pours contempt upon the—

"Great big people perched on chairs,
Stitching tucks and mending tears,
Each a hill that I could climb,
And talking nonsense all the time."

The reference to "Indian wars" and also the mention of pirates which turns up here and there sound rather queer from the mouth of a little Scotch boy so far away even from places haunted by ancient memories of such things, and bring to mind a remark of Leslie Stephen's that children, however guarded from fright, will make bogies for themselves. They seem to need the shadow of a lurking terror just around the corner, to make them quite happy in security.

Sometimes the child turns philosopher. Thus he explains the inequalities of fortune, which cannot long escape notice—

"The child that is not clean and neat,
With lots of toys and things to eat,
He is a naughty child, I'm sure—
Or else his dear papa is poor."

"A Good Boy" pats himself approvingly on the back:

"I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.
And now at last the sun is going down behind the wood,
And I am very happy, for I know that I've been good."

That these little poems really express a child's feeling might be inferred from the way they take with children. This is particularly true of the more objective ones. Some of them are as well suited for nursery lyrics as Mother Goose's time-honored melodies, and when set to a simple tune become great favorites; such are, "The Friendly Cow," "Singing." The one called "Bed in Summer' strikes a responsive chord in some young hearts, even in our latitude.

"In winter I get up at night
And dress by yellow candlelight.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

Now, does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?"

These verses, as well as the more recent stories, remind us that the little ones we know live beside us in a world of their own, from which only our big stupidity excludes us. If we are willing to take a bite of the cake that makes us small, and circumspectly to mind the rules of the place, pretending as earnestly as we ought, how gladly they will lead us into their domain! And, just as we feel better acquainted with people after seeing them in their own homes, so we shall know the children better for a visit now and then to their "Little Land"—

"Where the little people are;
Where the clover-tops are trees,
And the rain-pools are the seas,
And the leaves like little ships
Sail about on tiny trips;
And above the daisy tree,
Through the grasses,
High o'erhead the bumble bee
Hums and passes."

EDUCATED WOMEN AND HOME LIFE.

BY far the most common objection to giving girls the higher education, that which in this day influences more fathers and mothers than all others combined, is simply that they do not need it. Let women who expect to follow professional life educate themselves, it is said, but for those who are to be the home-makers, of what use are Greek and Calculus to them?

It is an objection which follows a wrong idea of the purpose of education. It presupposes that the object of education is to assist one in making a living, that its value is a moneyed one. Similarly it is often urged that women who do take up a profession or business need a professional training only, that the higher education is needless. But the aim of the higher education is not to fit the woman for any particular line of work; it is to develop her inner self, to make her inner

life larger. The inner life determines the outer life, and, as the woman's character is broader and stronger, what she does will be greater and better in whatever place her life may be.

The woman's life is spent in the home and occupied with the duties of home, it is said. It is true, and herein lie some of the strongest reasons why she should have the higher education. The wife in the home is not stimulated by the current of thought which the husband meets and which he unconsciously gains in mingling with men in business relations; hence she should have all the resources within herself which education can give her. She has the care of the physical well-being of the household largely in her hands. Wholesome food, cleanliness, pure air, sunshine, all the details of intelligent household sanitation depend on her judgment and skill.

In our civilization the home life is the center of all life. Its influence, all things considered, is greater than any other influence not Divine, in determining the real self of men. If the character of the home is refined and uplifting, its inmates live on a higher plane, and their natures take on a finer texture. If it is empty and frivolous, its inmates are of a like kind. If it is coarse and gross, it is a miasma, poisoning every one it reaches. We are all affected by these influences, even when judgment and will are set to repel evil and receive only good. What, then, of the impressionable natures of children? The home is the all of the little child. His mind is open and receptive; he cannot judge, he simply absorbs. He does not conceive of better ways than the ways of his own home, or of men and women superior to his own father and mother. What they think, what things they set before themselves as worthy and important, what things they neglect as insignificant, what they are in fact, all this moulds the character of the child, and what he is to be, morally and intellectually, is pretty well determined at ten years of age. If this work of the first years is rightly done, the schools may take it up and carry it on towards fruition; but if not, the schools are hampered in their efforts and will never round out the misshaped form taken on in the early years. The parents do more than the schools, and they do it, not by precept or exhortation, but by the silent, never-sleeping influence of what they are.

What possibilities, then, are latent in the fact that woman's life *is* a home life! If she bring to it an untrained mind filled with petty thoughts; if her talk is of neighborhood gossip, her reading light fiction, her pleasure and recreation some inane fancy work; if her likes and dislikes are without reason or judgment, her actions controlled by impulse or caprice, what does this mean to her child? But if she bring to the home life a cultivated, well-balanced mind, full of wide, generous thought; if she be self-reliant, self-controlled, guided by calm, dispassionate reason; if her reading, her conversation, her pleasures, are all of noble things, what may this mean to her child? Though the professional woman, and the business woman, and all other women, neglect the higher education, the home-maker and mother will always need it.

The home is not a mere place in which to eat and sleep. It is not a place of mental vacancy, where the father comes to quit thinking and care for his physical wants, where the mother does her share of the manual labor of the world, where the children are housed like domestic animals until large enough to care for themselves. It is a place where influences act and react from one to another, and destinies are shaped. It should be a place where those influences are pure and helpful and destinies are set heavenward. Since woman *makes* the home, let the higher education give to her all the riches of a cultivated mind, that she may bring to her work the noblest, highest womanhood.—*Mrs. A. Loughridge, in an address before the Iowa Baptist Education Society.*

THE MOTHERS' PARLIAMENT.

An Old-Time Barbarian.

—"What do you want of a trained nurse during your confinement? Any one can bring you your meals and see to the baby!" Thus spoke the country practitioner, and I, mother of one BABYHOOD baby and an ardent believer in BABYHOOD principles though I was, weakly acquiesced. If my experience helps any young mother to realize that engaging a village nurse is false economy, I shall feel that my weakness was less severely punished than I deserved.

The nurse had assured me very impressively that she had "never had a baby with sore eyes, sore mouth, protruding navel, or any other trouble." Strong constitutions the babies in these parts must have! To begin with, Mrs. Gamp, as I shall call her, had poor eyesight. To see the figures on the bath thermometer, she had to carry it into another room to a particular window, where she deliberately adjusted her glasses. The natural result of this was a scalding-hot bath. When the first bath was prepared for Baby after her arrival, I was too weak to notice anything but her unnaturally loud screams. Looking up at the sound of them, I saw her taken from the bath, trotted up and down dripping wet, and put in again. This was repeated several times. Later, when Baby possessed bottles, a bottle was always within reach, and whenever the poor little voice was raised in remonstrance at the awkward handling she received (her toilet took at least three-quarters of an hour), it was thrust into her mouth.

However, there were days at first when no toilet whatever was made. "She must not be stripped again till her little belly-band comes off," were the words of the oracle. "Sweet" and "clean" were adjectives very inapplicable to poor Baby before those days were over. Then was arranged a most extraordinary poultice. A piece of old linen was scorched and spread with mutton tallow. This was covered with grated nutmeg, which in turn was surmounted by a raisin. The raisin alone was renewed once or twice.

When, owing to carelessness in washing her napkins, Baby became chafed, and I ordered an ointment which I had used successfully before, I was informed that Mrs. Gamp "had never had a baby that got chafed," and that it was "only the red color of the baby coming off." In the early days when I was still trying to nurse my little girl, I was told to "spit on my finger and wet my nipple with it." Needless to say, I did not follow the advice.

When it came to preparing artificial food, Mrs. Gamp did confess herself at sea. "She had never had a baby that had to be brought up on a bottle." The doctor in a country community is apt to leave the care of the child entirely to the nurse. But I assumed the command, struggling manfully, though not always successfully, against half-cleaned bottles, sour nipples, and kindred abominations. From the time I could lift my hand I washed Baby's mouth myself.

The "inevitable" colic, so-called, which a hot-water bag might have cured, was treated instead with whiskey, given internally, and with trottings which made every object in the room vibrate. When I protested against Baby's being lifted from her little bed to be thus vigorously exercised whenever she stirred at night, I learned that I did not love my baby half as well as Mrs. Gamp did, and that I thought only of my own comfort. Hence the fact of my denying Baby the privilege of sleeping in Mrs. Gamp's bed with her.

It was a surprise to learn that my room

was an absolute monarchy in which Mrs. Gamp reigned supreme; that it was presumption on the part of my husband and little son to enter it; that the doctor needed a permit in the shape of a gracious "Call again, if you like," from Mrs. G., and that outsiders must come prepared to regulate their conversation to her needs and wishes—not to aspire to even a few moments' visit with me alone.

Trifles upset one at such a time. It cut me to the quick to constantly hear disparaging remarks about the little wardrobe so lovingly prepared, knowing, as I did, that only the nurse's awkward fingers were at fault. It was annoying to receive water in a glass that had contained milk; to submit to having everything "tasted"—with my spoon—before it was delivered over to me; to have my comb used tentatively on Mrs. Gamp's head before being transferred to mine.

I spare the reader my remonstrances, necessarily feeble, against discomforts for which there was no remedy except sending to a distance for a hospital nurse, a measure sure to produce an outbreak from Mrs. Gamp. The baby and I both survived the treatment we received. Doubtless many of the immortal Sairy Gamp's patients recovered. There is always a Mrs. Harris. But is it not discouraging to think that in this enlightened age patients should be subjected to the same self-satisfied ignorance that Dickens did so much to expose?

The nurse I write of is considered one of the best in a town, small, to be sure, but made up of bright, intelligent people, boasting of good physicians, clever lawyers, able clergymen. Why should it not rise to the point of having a nurse who has been properly trained? Allowing for the people who love the old ruts best, there certainly is no town where all are so exceptionally healthy that one trained nurse would not find pretty constant employment.

In my own case, I am indebted to a fairly sound body and fairly sound nerves for bringing me through without harm. But of what avail to a feeble, nervous woman would a good physician be if she was tried daily and hourly by the incompetence of one upon whom she ought to be able to place entire reliance? And what BABYHOOD mother would not be so tried by it? Until our country doctors realize that their own power will not suffer, but be only increased, by intelligent and capable assistants, it seems to me we should take to heart the words I once heard from an eminent member of the medical profession: "If you must choose between a good doctor and a good nurse, take the nurse every time."—*A Subscriber.*

Periodical Intervals of Rest.

—BABYHOOD and a baby have been in my home the same number of months, namely, fifteen. With every number of the magazine I receive some help and practical suggestion.

I wish to write a word upon a subject not often mentioned, and a custom I believe from observation to be rarely practiced. In America, where mothers who have and children who inherit "nerves" comprise the majority, how much thought is exercised in the care of these children that their nerves be not fatigued nor overstrained? Every mother feels how important it is for herself to have some moments of absolute quiet during the day, yet how rarely it seems to occur to her that her baby, delicate and tender as it is, needs this same nerve-repose! How often we see infants who have, to be sure, naps and early bed hours, but who during every waking moment are amused, talked to, played with—everything, in fact, but allowed to be by themselves.

My own boy, who is a picture of perfect health and tranquility, and has always been brought up to observe the regular habits advocated by BABYHOOD, is given at least one quiet hour every day. A basket of toys and picture books is kept exclusively for this occasion. At about half-past five in the afternoon, after a hard and happy play (succeeding his long, mid-day nap), he is undressed and put by himself on a bed so protected that he cannot fall nor climb from it, and placed near a pleasant window. Though for an instant he may rebel, it never fails that

within five minutes he may be heard singing and laughing and playing to himself, and he always comes from these seasons of seclusion visibly refreshed. When it happens that he is visiting, or otherwise under conditions of more than ordinary excitement, we have "repeated the dose."

I have again and again found, when that trying stage is reached which all mothers will recognize by the description "nothing seems to please," that this rest was all that was needed. How simple the resource and how equally grateful to the worried mother! This is not a new suggestion, but does not BABYHOOD agree with me in thinking it is important enough to repeat? Give the baby a quiet hour!—*Jennie Tuckerman Eddy, Canaan, Conn.*

Little "Broken-Nose."

—Having lately had an opportunity for testing very fairly a theory which I formed before I was married even, I should like to put it on record for the benefit of some other mother who may find herself called upon to cope with the same problem.

When my first baby was but sixteen months old, baby No. 2 put in an appearance, about two months prior to which event I became the not-always-willing recipient of all manner of tales, consoling and otherwise, from that hoary old falsehood that "two babies are no more trouble than one," to a hideous "true story" of a small boy who, in a fit of infant jealousy, killed his baby brother by striking him on the head with a toy locomotive. One worried little mother "knew just how to pity me." Her first baby used to cry and scream, refusing all comfort, every time she nursed the new baby. How many times had I heard the aunts of that unhappy baby comfort (?) him by saying, "No matter, dearie, if mamma does love little Baby most, you're auntie's boy still," etc. To this and to other mothers I refrained from speaking my thoughts.

The gift of a patent fastening is hardly appreciated by a man whose horse has been already stolen. I bided my time, however, and am now ready to offer my tested patent to those who may have use for it.

A few weeks before the new baby was expected I began asking my little daughter if she would like me to get a little brother or sister for her. Of course the idea pleased her. I showed her the little basket-bed, told her that once she had been small enough to sleep in that, and that now I was re-trimming it for the little new baby that I hoped was coming. I showed her the baby clothes, many of which had been her own, and I even sorted over her toys and consulted with her as to which would be best for a very little baby. Of course she was greatly interested and talked constantly about the "little wee, wee, new baby." I may as well here confess that her ability to comprehend and to talk is unusual for her age, and now, at twenty months, she says practically anything she chooses. In this way I worked to accustom her to the idea of a new baby, and to claim her love and interest in the little thing from the start. I carefully instructed all the household, when the baby finally arrived, not to mention such a word as jealousy, never to suggest in any way that she had taken the place of "Big Girl," as she soon called herself, but to rejoice with her over the advent of little sister, and to try in every way to impress her with the idea that she was a gainer, not a loser, by the addition to the family. When I needed the services of Big Girl's nurse, hitherto her exclusive and greatly beloved attendant, I made it a treat for Big Girl by saying, "Margery, dear, if you are a good little girl I will send baby sister to make a little visit in your nursery"; or, "See, Big Girl, mother's going to put little sister into your bed."

"Me take care baby sister" has been the burden of her song ever since, and it is almost pathetic to see her drop her book or toys when Baby is fretful and toddle off to her, saying, "Don't cry, don't cry; sister coming, sister coming!"

Every toy is shown "baby sister;" every pleasure which she has she wants to share, and I feel sure that this happy result, which is not merely a present pleasure, but, I fondly

hope, the foundation for a lifelong friendship between my little daughters, can with tact and careful supervision be accomplished with almost any older child. Sometimes she wants Baby's toys. I always let her have them, but say, gently, "It is not very kind, dearie, to take that from little sister; you have so many things to play with"; and, thus far, she has never failed to return the toy of her own accord almost immediately. People said that my "Big Girl" was so "spoiled" that she would never learn to give up. Well she hasn't been made to *give up*, but many a grown-up might envy her generous ability to *share*.—*M. W. F., New Jersey.*

Which of Us is Nearer Right?

—I wonder if any other reader of BABYHOOD ventured to slightly disagree with "C. S. V." in the August number as to the necessity of prompt and absolute obedience in children. Doubtless obedient children are more agreeable to their elders, but is that the end of education? Obedience is, of course, a virtue, and if a mother is of a dominant and her children of a yielding nature, the result is happy. But reverse the case—the mother with a gentle, yielding nature, the children with strong characters and wills, and the task of controlling them absolutely is of herculean labor, and involves great suffering on both sides. After all, why should she work so hard to establish a virtue they will in some measure have to unlearn if they are to develop into the best sort of citizens? If Luther, Hampden, Washington, etc., and their lesser prototypes were taught implicit obedience, they must have unlearnt much.

Are we wise enough to assume absolute authority over any other human creature? Children with good understandings and good hearts teach themselves, and are taught by experience, it seems to me, enough obedience to carry them through life. No child, however well taught, would have obeyed so foolish an old lady as Rody's grandmother. It is not necessary for most children to be obedient to behave well at the doctor's or dentist's. One of my own boys, on his fifth birthday, accidentally received a terrible cut. The doctor wanted to sew it up at once. I was so overcome by the horrid sight that I could hardly control my voice; but this little thing, in reply to the doctor's question whether he would sit still and let himself be hurt for a few minutes, replied, "I will try," and hardly moved till it was over. I am sure he felt well repaid by the doctor's and his older brother's praises.

Bravery and truth are virtues most children I have known admire and like to possess, and on those lines, it seems to me, some of us must work first. A railroad track is hardly a safe playground for children under any circumstances, but in dangerous places the child's own instinct and hardy, self-reliant habits are often better safeguards than habits of obedience. Two little girls I knew, of the same age, were exposed together to great danger from a falling beam. Clue, an exceptionally well-trained child, waited quietly for the word of command and was injured for life, while her wild little playmate quickly devised means for her own escape. Even as a child I thought it a pity that Casabianca's father had taught him quite so well. Perhaps some children's lives have been lost by refusing physic, but think how many have been saved by declining the doses offered them by ignorant and well-meaning friends and relations. Then, children's natural love of freedom should be considered. I have a friend who demands and obtains most perfect obedience from her boys, but the teacher of two of hers and two of mine told me that mine were much the more manageable. I was greatly surprised, but accounted for it by my small neighbors' repressed love of freedom asserting itself when they found it possible. After all, if our children love us, can we not really teach better by example than by precept?—*A Doubting Mother, Brookline, Mass.*

An Experience with Sulphur Fumigation.

—A short time ago, when three of my children had scarlet fever, measles and chicken-pox, one following close upon the other, I happened to take up a number of your magazine. I had not had

time to read carefully, and noticed the question and answer on the efficacy of fumigating with sulphur, to destroy the germs of scarlet fever. Being interested in the question, I asked my physician (homœopathic) his opinion. He replied he had no faith in it, but that fumigation was obligatory here, so we had no choice.

When the three were well we fumigated the sleeping-rooms, exposing everything that had been used during their sickness. After being shut up over night, the rooms were open and thoroughly aired and sunned before being used. Then my oldest boy, who had escaped the fever, began to sleep, as usual, with the brother who had been the sickest. About two weeks afterward he developed scarlet fever symptoms. My physician agrees with me that he took it from sleeping in the bed in which Ralph had been sick. When he recovers we shall empty the contents of the mattress out of doors, and make a bonfire both of that and of the comforter which lay over it, and thoroughly wash and scald the ticking before having it remade. For the other mattresses and pillows I shall, by the advice of my physician, procure a 20 per cent. solution of carbolic acid and thoroughly sprinkle them with it. Then I shall expose them a number of days to the fresh air and sunshine.

Since fumigating is so useless, it seems a pity that any one should be obliged to submit to such a nuisance.—*A. C. B., Vineland, N. J.*

[So far as shown in the above, the experience simply confirms the remark that sulphur fumigation, if poorly carried out, and perhaps as usually done, is useless. But one would need a powerful faith in the value of any disinfection to lead him to put a well child to sleep with one recently recovered from scarlatina.—EDITOR.]

BECKONINGS FROM LITTLE HANDS.

FROM a privately printed volume with the above title, we quote the following chapter, by permission of the author, Mr. Patterson Du Bois, of Philadelphia. The book, which is touching in its spirit and sentiment, consists of "eight studies in child-life," and is inscribed to "the mother-hearted mother of our four little leaders." We have selected the portion below because the experience recorded is so nearly in the line of thought frequently expressed by contributors to the NURSERY GUIDE.

The Fire-Builders.

Out of the darkness, light; out of the chill and dreary atmosphere of failure and regret, a clearer sight, a warmer heart, a better life. Our efforts may seem to be in vain when they result in failure, but the failure itself need not be in vain. The responsibility is upon us of making our failures serve a good purpose in showing where we have been inexperienced, thoughtless, weak, unjust. Then, out of the darkness and cold shall flame forth light and warmth; out of the wrong shall come the right; out of the tears of a child, the smiles of childhood.

The warm days had lingered on until at last the keen edge of an autumn wind, severing the seasons, turned the summer adrift to the mists of the silent sea.

Standing in the dim light and chilly atmosphere of my cellar, I had touched the match to the paper and bits of wood in the furnace. My little boy of four and a half years—superbly built, noble fellow that he was!—stood by, with his two chubby hands filled with sticks of kindling, ready to throw them into the fire when I should open the door and give the order. The arrangement had been that he might come down and "help me" build a fire, with the understanding that he must be careful not to soil his dress with the wood—he should hold it out, and not hug it in his arms; neither must he get against the sooty furnace. He was naturally methodical

and neat, so that there seemed to be nothing exacting in the conditions upon which we started down for a bit of grand good fun.

The flames were roaring up the chimney. "Now," I said, "when I open the door, you shall see the fire, and you must throw in the sticks quickly, or the smoke will pour out into the cellar." It was an exciting experience—the first time my boy had had a hand in fire-building, the very thing that he was always warned to keep aloof from. The roar of the draft, the fierce fury of the flame, the lurid light in the cellar dusk—he almost forgot to throw in the wood. "Quick!" I said, "quick, while the door is open!" One stick went in; the second struck the plate inside, and I pushed it in. "Hurry!" I said again; and the third struck the side of the door-frame and fell to the floor.

Of course the little fellow was dazed for the moment. He was expected to make haste in a work that was wholly novel, as well as exciting, to him. Should he stop to pick up that stick, or throw in the two that he still held? One stick on the floor, the roaring fire, the outpouring smoke, too many orders from me, the work of it, the play of it, the novelty of it, the bewildering haste of it all—he stooped hesitatingly for the fallen stick, and instinctively tightened his grasp on the others by folding them into his arms against his immaculate frock! I shut the door in haste, and, seeing his attitude, broke out with: "Now look at that dirty wood against your clean dress! I told you that you should not come down here if you did that!"

He looked confused a moment, then dropped the wood, turned round and ran toward the stairs, ascended and disappeared. In that crucial moment, what silent criticism must the keen logical sense, the half-godlike instinct of childhood, have passed on me! Relatively, I had expected more of him than I should expect of myself or of any other grown man. I heard the quickening feet of my little helper on the floor overhead, heard him climb the stairway to the second story; and while I stood mutely wondering at the suddenness of his departure, I heard him burst into a loud and piteous cry. He had not fallen—no; he had not hurt himself; it was I that had fallen, I that had hurt him. But he was in his mother's arms; his head was on his mother's shoulder.

I loved that boy. I loved to teach him; but I ought to have sat at childhood's feet to learn before I expected him to sit profitably at mine. I would not have hurt him for the world; but I did not know what a child was, and consequently could not shield him from myself. I should have known myself and human nature better, had I known him better. "The child is father of the man."

When the next autumn came, what would I not have given to see again that childish expectancy, those little hands filled with wood, that noble head and regal form lit up with the weird glow from the furnace flames! I longed in my heart to sit at his feet as my teacher; to help him by showing him how best to help me; to please him by showing him that he pleased me.

He was logical, I was illogical; he was true, I was false; he was doing his best, I was doing my worst. I had imposed conditions which could not be complied with. I had exacted a promise which he was too innocent, too inexperienced, to know that he could not keep. I reflected upon him as morally disobedient, when he was only physically fallible; as obstinate, when he was only confused and embarrassed; careless, when he was only bewildered; heedless, when he was only hurried; false, when he was truest to himself and to me; wrong, when his best wish and motive was to be right.

Yes! I would have given my life to tell him how I had wronged him; but he was now where he needed no further instruction from me, where he was no longer in danger of being ignorantly blamed and unjustly reprimanded. Those little feet were farther above me than the floor just overhead, and the voice of the pained and injured spirit had gone to join the voices of the thousands of thousands around the great white throne.

One, two, three, four years passed. But I was more than four years older. I had lived a whole new life, for I had had time to sit down and think. In the silence of my sor-

row I could turn over the pages of the past. A life that was gone came before me as a new life that is. He was my helper, my educator, now, if not then. He had passed beyond my teaching that I might pass forevermore into his.

Five years went by. The keen autumnal wind came again. "Would you like to go down in the cellar and help papa make a fire?" I asked. My spirited boy jumped from his chair, his long golden curls dancing upon his shoulders, as he hailed with delight the promise of so rich and novel an experience. I exacted no promise from him which common sense—to say nothing of experience—taught me he might not be able to keep, though I was cautious to impress him with the necessity of being careful. I would try to show him how to keep the wood from soiling his dress. He was nearly four years old: almost the same age as his brother—whom he never saw—had been at the time of the incident just recorded.

A shuddering awe crept over me for the moment. Was I competent to undertake with my second boy that which I had so signally failed in with my first? Was I to be trusted with that tenderest, truest, most godlike of all earthly things, the heart of a confiding child? Could it be that God was willing to try me again? Could I make reparation to my lost one by doing for his little brother that which I ought first to have done for him? All those five years I had longed to recall that one day in my life, to be just where I had been unjust, and to heal where I had wounded. Was it possible that now an opportunity had come?

The flames were roaring up the pipe again, and my little man was standing, as did his brother years before, with his hands loaded with wood. I almost trembled as the past came before me and so overlaid the present that each seemed to lose its own identity. I seemed to see one picture through the other, so that the two weirdly mingled their outlines and colors. Was I dreaming? No! it was a heart-searching reality. In an instant the sting of the old regret pierced me and inspired me to feel that success might be learned from failure, that past pain might bring present joy, and joy forever.

"Quick!" I ejaculated, "while the door is open. Throw in the wood, quick!" One stick after another flew into the flames; then one struck the door-frame and fell to the floor. History was repeating itself with painful accuracy of detail. Should he let that go, or throw in others? Volumes of smoke poured out, and I hurried him again. He was confused, and I knew it. As his brother's pupil I had learned to recognize that and to respect it. I saw him clasp the wood to his breast as he stooped. He soiled his dress, but he was not disobedient; he was doing his best. He believed that he was my helper, and so he was, even in a better way than he knew. He picked up the stick, threw it, and it fell again. "Never mind," I said; "don't hurry too much. I will hold the door until you are quite ready." (Oh, that I had said that five years ago!) The next time he tried he succeeded. Yes, he succeeded; but not half so much as I did. I helped him in his bit of fun, but not half so much as he helped me in my bit of life-learning.

We started upstairs together. No hurt spirit fled before me in quest of solace. His trusting little hand was laid in mine. It took both those hands to build that fire. A serene little face looked smilingly up to me. It was not a piteous cry of a wounded heart that I heard, but the sweet music of a joyous voice saying eagerly, "Did I help you, papa?" Only God knew why I put such an emphasis on the answer, "Yes, my dear little boy; you *did* help me." Then, breaking loose from my grasp, I heard his little feet outrun me, not to his mother for refuge from trouble, but for very joy to tell her that he had been my helper.

And somehow I think that the angels knew that I held two little hands, and saw two little faces, and answered two little voices, and sought to lighten two little hearts when I said, "You helped me." Perhaps I helped them to build a fire; perhaps they helped me to build a character; and perhaps, too, they "builded better than they knew." But God knows.

NURSERY PROBLEMS.

Feeding from a Cup; Barley Water and Oatmeal Water.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I was much interested in the queries of "An Anxious Mother" in the August number of your magazine concerning "nursing beyond a year," as questions of an almost similar nature had arisen in my own mind in regard to the weaning of my ten-months-old baby. I have felt for some time that he was not gaining as he ought, but thought I could carry him through a little longer on the breast. I should like to do as you recommended—give up a feeding every other time right away, and wish you would explain to me a little more clearly one or two points in your reply to "An Anxious Mother."

(1) You said "offer the child an 8 ounce bottle." Is it the best plan to try to give a ten-months-old baby (with one tooth) a bottle, or teach him to drink from a cup? Would it be any advantage to a teething baby to employ suction in getting his nourishment rather than drinking? It always seems to me (judging simply as a looker-on, as my three babies were nursing babies) that a child who could take his meals from a bottle until a year and a half or so was much more apt to be satisfied and took more solid comfort than a child who, from necessity of early weaning, was made to drink. Is that an error in my judgment?

(2) Is the nutritive value of a dilution of barley water much greater than plain boiled water? My objection to barley is its constipating effect, and the long process of making. It seems quite a little work when the amount needed (every other feeding) each day is so small. I cannot obtain barley flour, such as has been recommended in your magazine. Would pearl barley answer, or would you use Robinson's preparation, such as I have seen advertised?

Woburn, Mass. P. H. C.

(1) Ordinarily we do not think the bottle preferable to a cup in itself; that is to say, we do not care whether the child sucks the nutriment into the mouth or takes it from a spoon. But in the practical giving we have noted the following things: A child taken from the breast is more likely to be willing to suck in a good quantity of food than to take a sufficient amount by the (to him) difficult method of sipping from a spoon. If babies were more generally taught to drink in that way during the time they were on the breast, the change to the cup would be easier. It is not proper for the young child to drink his food from the cup, even if he knows how to do so, as he swallows too fast. Another disadvantage of the cup is that children beginning to feed in this way swallow badly, often spilling and spitting a good deal from the mouth and sometimes swallowing air. Again, in hot weather we prefer the bottle because the sterile food is kept in the bottle until used and the risks of spoiling which attend its pouring out, etc., by a nurse girl of ordinary skill and carefulness are avoided. If you attend to everything yourself and can take the trouble to slowly feed the baby, the cup is admissible. The baby is more comfortable as a rule with the bottle, as you have observed, because, we believe, of the labor involved in the other method. The bottle conduces to somnolence, the cup cannot.

(2) Something better. The barley water rarely, we think, proves constipating; it is simply less laxative than some things. This may seem to you a quibble, but it is not. But if constipation follows the use of barley water—which may be made, by the way, from the Robinson preparation—you can use oatmeal water, which is usually free from the objection.

Soap Not a Disinfectant.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Kindly inform me whether it is safe to allow a young baby of, say four months old, to put into his mouth a rubber or a metallic article which had been washed with the usual toilet soap of adults only a few minutes before. If it is unsafe, kindly give the medical reasons why. Please say what metals are safest and what most unsafe; what soaps are unsafe, and why, and whether it is wise to boil hard-rubber and silver articles before allowing them to be used.

New York City. SOAP.

The great principle of cleanliness, at least of aseptic cleanliness, is not that all things *are* dirty, but that all things *may be*; or, if dirty, not all forms of dirt are harmful, but may be. This covers the question of safety. The chances are that the ring would do no harm if put into the mouth unwashed; but you need not take any chance at all; you can have it clean.

As to soap, it is not in itself antiseptic. Its detergent value lies in its power of removing grease or organic matter and of allowing the washing water to really come in contact with the thing to be washed. The detergent power of soap is due to the alkali. If a very powerful action is desired, strongly alkaline soaps are used, and even stronger alkalies, such as ammonia, soda, lye or potash. But upon delicate fabrics or upon tender skin strongly alkaline soaps cannot be used frequently without damage. Hence soaps are made without free alkali, or even, for toilet purposes, "super-fatted," as they are sometimes called, in which case it is supposed that the alkali is not in excess, but rather over-corrected.

But all this washing with soap would not ensure that any substance so washed and rinsed was really sterile. We are not maintaining, you understand, that sterilization of all things a child shall put into its mouth is necessary in the ordinary sense, merely answering your question as to the safety gained by washing with soap. A surgeon nowadays does not willingly do an operation or dress a wound after simply washing his hands as thoroughly as he can, but he adds to a most complete washing and scrubbing an immersion of the hands in some disinfecting solution; and so of everything which he is to use. It is probable that your baby's ring is as safe after washing as is the teaspoon you give its drink of water with. But it is the hot water, not the soap, that does the cleansing, scientifically speaking. A clean cake of soap was made sterile in the first instance, whatever its original components, by the heat of boiling. But in trade handlings it had many exposures which may have destroyed its sterility, and a cake of soap that has been used has long since passed out of the list of sterile things. After the article has been freed from grease, etc., by the agency of soap, it can be rinsed and disinfected in various ways, one of the very best being boiling. It is not practicable in the nursery to boil the baby's ring every time it desires to use it, nor is it necessary. If you wish to use a ring, we would advise a perfectly plain and smooth one of whatever material is most easily cleaned. In the nursery a bowl of clean water which has been boiled, and another of a solution of boric acid, may be kept. After the child has done with sucking its ring, put the latter into the bowl of water, and later into the boric acid solution until it is wanted again, when it may be rinsed or dried off and given to the child.

Now it is perfectly true that the immense majority of children put into their mouths rings and countless other things which they pick from the floor or dirty places, and without evident harm. But we have answered your questions just on the basis we suppose you wish, viz., as to what is the theoretical danger and what is absolute safety.

Sugar; Cereals; Removing Vaseline Stains.

To the Editor of THE MOTHER'S NURSERY GUIDE:

As one of your most devoted readers, I come to you for counsel concerning my child of fifteen months. Her average amount of milk (rich) per day is 32 or 33 ounces. This contains one tablespoonful of sugar, but is itself undiluted.

(1) How long shall I retain the sugar in the milk?

(2) She is very healthy indeed, but is this a sufficient supply at her age?

(3) What kind of cereals would you advise my beginning to give her? About how much and how often?

(4) What is an average weight, or rather what should a healthy child of sixteen months weigh?

(5) Fearing that her daily supply of milk is insufficient, I feed her in her sleep at ten o'clock at night; by so doing, her daily amount averages 32 ounces. Shall I keep up this night feeding, or is there danger of overtaxing her digestive organs? She sleeps remarkably well, and I fancy quite as soundly, for having the milk in her stomach.

(6) When shall I begin to wean her from the bottle, and to give her considerable solid food?

(7) What will remove vaseline permanently from white bed-spreads? I have used much of this article about Baby, and three of my counterpanes are about ruined from its use. M.

(1) We doubt if it is of any further use now, although we do not know that it is harmful. Sugar is nutritive and in early infancy is particularly needed, but we think that this particular need is over by the time a child would be weaned if suckled the full time, *i. e.*, by a year.

(2) The volume is small, but the milk

being undiluted she gets a large quantity of nutriment, probably enough.

(3) The cereals are best given as gruels, and in the form of well-buttered thin slices of stale bread. At her age and for some time after we doubt the advantage of porridges, as they slip down without due mixture with saliva.

(4) It is not easy to say exactly, from lack of extensive statistics in the second year. We should consider 25 pounds a good weight and probably fully up to the average.

(5) There is no harm in the plan if she sleeps thereafter until morning without further food.

(6) She may be weaned from the bottle at your convenience. But milk must be the main food for the first three years of life. The first solids are, as mentioned in Query 3, bread and butter, and the like. Then a little scraped meat on the bread. Then semi-solids, like a soft-boiled egg, porridges, and bread with platter gravy, and so on. Later, in our judgment not usually advisable until about the end of the second year, comes the roasted potato, and so very gradually to a child's general diet.

(7) Usually we think a strongly alkaline soap or ammonia and water removes the vaseline. We have considered it one of the easiest forms of grease to remove. Some laundresses use a little kerosene in the washing water with good results. Try it on an article which you think "almost ruined" before more extensive application.

Aversion to Various Foods.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Please give me your advice concerning the food of my little girl. She was nursed entirely until nine months old; during her tenth month she had one meal a day of Mellin's food, which I increased in the eleventh month to two meals. But soon she refused to take it. Every day she cried more and more bitterly, preferring to go hungry rather than drink it. Thinking she was tired of the food, I began giving her top milk and barley gruel, the bowels being too free for oatmeal. I kept out of the way while she was being fed, so that there was no possibility of her crying from a desire to be nursed, and for some days she took the barley gruel nicely. Then gradually she began to show a dislike for it, and there was as much trouble as before. Desirous of finding something she would really like, I tried imperial granum, malted milk, and finally, equal parts of milk, cream and water, according to your magazine. The result was the same with all; after taking each for a few days she would prefer to go hungry rather than drink it. But with the milk it was, if possible, worse still, for she refused that from the first. This gave me the idea that perhaps she disliked milk, which her father and his brother and sister all objected to from early childhood; so I purchased a can of Nestlé's food. For the first time in weeks, she took the whole portion gladly, and this was fortunate, for two days later it became necessary to wean her. She was then in her twelfth month. For seven weeks she drank Nestlé's food and flourished, and I felt secure.

Since that time she has again begun her antics. At first she left a tablespoonful in the cup, then two, then she would only drink half her portion, except in the morning after twelve hours' fast.

In desperation I turned back to milk. We have exceptionally good, sweet milk, which reaches us warm from the cow morning and afternoon, but we cannot buy cream. The quart which comes in the afternoon is set over night for cream. In the morning 8 ounces of the morning's milk is poured into each bottle, with 1 ounce of cream, 1 of lime-water, and 1 of hot water. To my surprise she has taken this now for two days. It is warmed by placing the bottle in hot water, and fed to her from a cup having a spout. The spout is kept clean, but she is able to drink from an ordinary cup if I want her to. She has 11 ounces of food at 7 and 11 A.M., 3 and 7 P.M. The bowels show that she digests it.

The child is nearly fourteen months old; she has seven teeth and will have eight in a few days.

(1) What shall I do if she refuses the milk? Change back to Nestlé's food, and then back to milk again when she tires of that?

(2) Or can I give her meat broths before she cuts her molar teeth?

(3) Supposing these teeth cut, shall I give her cereals at once, or will the present food nourish her until autumn?

(4) The baby is asleep soon after seven o'clock, and used to sleep twelve hours, but since I stopped her night meal (4 A.M.), she wakes at six, and now wants to wake still earlier. I try to put her to sleep again, because she is very sleepy before eleven o'clock, at which time she has her two-hour nap. Can you give me any advice about helping her to sleep more? I chose the present feeding hours during her tenth month, and would not like to change them: she would never wake to be fed at 10 P.M.

I prepare Nestlé's food as follows: three rounded tablespoonfuls of food to 10 ounces of water; boil slightly, then add 1 ounce of cream.

E. N. W.

(1) If she refuses, you could ring the changes again on your previous kinds of food, but—

(2) You can now give her the broths, *i. e.*

without waiting for molars, as no chewing is required for their proper digestion.

(3) The present food will nourish her, but the cereals may be added, the finer ones first, and the effect on the digestion and state of the bowels noted.

(4) We doubt if much can be done. She now sleeps about eleven hours at night and two in the day; and as the amount of sleep diminishes naturally as children advance from the first infancy, we think more than thirteen hours per diem can hardly be expected from a child of fourteen months.

Effects of Sterilization.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) What is your present opinion as to the use of sterilized milk? Taking the average quality of milk, is the destruction of germs counterbalanced by a deterioration of its nourishing power?

(2) At what point Fahrenheit are the germs mostly infecting milk destroyed? Many persons think that scalding is sufficient; but I found that milk pronounced by experienced nurses as scalded (judging by bubbles and skim), had only attained 175 degrees Fahr., which is much below total germ extermination. At that temperature the milk had the "boiled smell."

(3) Is the albumen of milk injured by boiling, and can its place be supplied with practical advantage by the white of egg (almost pure albumen)? If so, how administered?

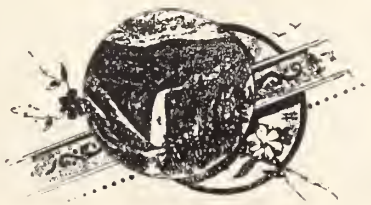
These questions are for the benefit of a six-weeks-old baby, of poor digestion, colicky and constipated. A.

Newport, R. I.

(1) We have no new views on the question. There is in practice no such thing as an average quality of milk. In a discussion of the pros and cons we may, and we often have, pointed out the dangers on both sides. But when we come to practice, the question is, how does this particular milk average as to purity, freshness, composition, etc., and how do these qualities fit it for the use of this particular infant or child? And after we have made up our minds on these points, we still have to take cognizance of each particular specimen of milk brought in, of the temperature and quality of the atmosphere, and other things likely to affect it. We have a very distinct idea of the disadvantages of sterilized milk, and at times feel obliged to advise the discontinuance of its use in individual cases or under certain circumstances. But the more we study milk, the more we are made aware of its impurities, even in the best dairies; so that in practical working in warm weather in cities or towns, milk received from cows, the details of the care of which you cannot personally supervise, nearly always demands some sterilization.

(2) The process of "pasteurization" generally seems adequate for the preservation of milk for twenty-four hours. The temperature employed is about 165 degrees Fahr. (For account of Dr. Freeman's pasteurizer, see our issue of August, 1892, p. 281.)

(3) The albumen of milk is changed, in that it is coagulated by the heat, and it constitutes a great part of the skin formed by boiling and usually removed. So much of it as remains may or may not be injured in its nutritive value. Of this we cannot speak at all dogmatically, as the question of the nutritive value of the milk albumen has hitherto been unavoidably mixed with that of the other and chief proteid substance of milk, namely, the casein. We could not advise the substitution of egg albumen to milk, to make good a defect of undetermined extent or effect. We have often given to children, unable, by reason of illness, to digest or retain milk in any preparation, a mixture of egg albumen, white sugar and water. But this, by want of fat, if for no other reason, would not be a desirable food for prolonged use.



CURRENT TOPICS.

A Famous Novelist on the Mother's Influence.

FEW I believe individually appreciate the enormous hidden force in educational and moral influence exerted upon them by their mothers. Were a college founded for the propagation of morality, its professors would touch only superficially the inner life of the students. It would be, in fact, a superfluous institution, for life itself is such a school. We begin here like children understanding such instruction alone as appeals to the heart, and of this every man's mother, like mine, holds the key.

Comprehending this, a wise mother should improve every occasion as a stimulus to an exercise in morality, teaching even by the glance of her eye, as it appeals to the innate love of her child; and this fundamental instruction will take root as deeply as though the pupils were already older, excluding superficiality from the fact that she can touch the soul to its innermost core. When one leaves a mother's influence one is already a moral man, or one is not, and of a hundred who are so, ninety-nine, even though unconsciously, are indebted to the mother."—*Georg Ebers, in the Forum.*

The Making of Mothers.

THE mothers of to-day must be somewhat puzzled if they attempt to guide their homes, themselves, their servants, and their children according to the advice, suggestion, condemnation and approval of the multiplicity of writers whose pens are kept moist in their efforts to improve mothers. One writer begins a paper by saying: "The sacred duties devolving upon parents cannot be properly discharged without special education, any more than medical or other professional knowledge, or a high order of scientific attainments, can be acquired without earnest and persevering study." Now, most of us have supposed that the whole education of life, the environment of intelligent homes, tended to the end of producing intelligent, moral, earnest, healthful men and women, who were trained, consciously and unconsciously, to fulfill the laws of life; that the rich woman, if she were not able to fulfill and did not fulfill her duties as a mother to her family, was more remiss than the poor woman who, through ignorance, failed to fulfill her duty to her family.

The other day one of the newspapers was describing the life lived by a boy not four years old, the son of a very wealthy young widow. According to this description, the boy had a nurse who cared for his body—a girl who had received special training; for, though the fact is not generally known, there are schools for the training of nurses. He had a riding-master; he had a governess; and one of the most celebrated physicians in the country visited him at least once a week, his mother being determined that the boy should have all the advantages that could be gained from a perfectly sound, well-trained body. Shortly after reading this, one of the magazines was picked up in which there were the most serious charges made against the wealthy mothers of this country, and the writer asked anyone who doubted that what she said was true to study the nurses and the children seen in the parks.

No one will deny that there are lax mothers in the world, and that these lax mothers may be found in each social stratum. There is the wealthy woman who spends her time flying about from lunch to dinner, from dinner to reception. There is also the mother whose whole time is given up to committee meetings and outside enterprises. There will also be found the mother who spends her time visiting from one tenement-house home to another under the roof with her own, or who spends nearly all her waking hours at the door of the tenement that she occupies, having no conception of her moral responsibility as a mother. But it is certainly true that the majority of the mothers of this country are mothers. Schools cannot make mothers. Mothers are born, and the

Creator does not confine the wise ones to any particular social set. There are homes to be found in every stratum that are homes in the truest sense of the word; the incomes are wisely expended, the spirit of the home is for peace and righteousness, the health of the body and the soul of the children receive due consideration, and there go out from these homes men and women equipped to do their share of this world's work.

The writer of the article referred to protests against women who give any time outside of their own home. The majority of husbands will testify that, where their wives have used their strength wisely, the outside work done by them has tended to raise the intellectual life of the family. It has broadened their sympathies, increased their knowledge, and given them a conception that there is a world outside of the walls that bound their homes. That there are Mrs. Jellybys to-day, as there were when Dickens wrote, none of us doubt; but that there are women who seek to make the world better because they have children who must go out into that world, we also know. Every rum-hole closed, every working woman's baby sheltered for its waking hours in a day-nursery, every little child gathered in a kindergarten from the street, every school made better because of the interests of women in that school, every factory made clean and wholesome, every tenement-house home made more intelligent by the efforts and through the efforts of women—all this will make this world a more righteous place for the baby feet that are so precious to the women who give of their time and strength to the other women who lack their knowledge and standards, and to the other babies.—*The Outlook.*

Fathers' Rights.

THERE is one class in the community—one patient, hard-working, long-suffering and uncomplaining class—who never strike for their rights, concerning whom little is said, and yet who demand our sympathy and our concern. We refer to fathers. Mothers are adored in art, exploited in literature, heralded in song, and embalmed in memory. If a boy goes safely through mumps, measles, and malaria, his mother is commended for her care of his physical life. If he does well at school, the teachers are sure that he has a sympathetic and judicious mother, who spurs him on and keeps him to the mark. If he becomes a great man—great anywhere, in politics, statesmanship, war, or engineering, no matter what—we are told that his mother was an eminent woman, and that he derived his intellectual acumen and his moral balance from her. Monuments are erected to the mothers of great men; but who ever in his wildest dreams imagined the building, by subscription or otherwise, of a monument to the father of a general, a poet, or a musician?

The father is, as a rule, in the background when the biography is written, and this is in keeping with the very modest share he has in the home, which he pays for and provides with comforts and luxuries. He may be permitted to carve the roast at the dinner table, but what does he know of the merry informality of the daily luncheon?

The bills are probably his to defray, but of the charming excitement of shopping, the manifold delights of looking over the rich stuffs in the shop, and the gleaming silver and translucent china in big warehouses, what does he know? He does not even, as a rule, buy the birthday and Christmas gifts which are bestowed in his name. His very gift-making is done, so to speak, by proxy, mamma and the girls choosing for him whatever presents he makes. His part in all the pomp that fills the circuit of the summer hills is usually just to pay the bills, for money-making is his part of the contract, while his wife does the spending.—*Harper's Bazar.*

The Children's Age.

As one notes the signs of the times, it is very apparent that in all relations children are coming to the front in an unprecedented degree. The nursery and school are mighty factors in our civilization. Parents and others devote attention to youths' improvement and comfort in ways previously unheard of. Money, time, and training are lavished upon them almost without stint.

Ingenuity exhausts itself for their entertainment. Toys of all sorts are provided for them. Art is made tributary to their amusement. No outlay is deemed wasted in finding something new to impart zest to their delights, or freshness to their sports, or interest to their pastimes. History records nothing like the present devotion to childhood's enjoyment, nor anything like the variety and extent of the provisions for its delectation. In former generations little account was made of its joys. Usually children were called to assume duties and responsibilities at a much earlier period than now. Youth was given no special recognition or prominence, and was suppressed rather than encouraged in its manifestations. But now all like to see the young happy. Adults, who have grown up under favorable conditions, remember and talk about the pleasure of their childhood, and seek to do even more for their children's happiness than their friends and parents did for theirs, while those who have reached manhood, and who had their struggles and trials in early life, are all the more eager to furnish to their children every amusement at their command.

The prevalent regard for children is especially conspicuous in the matter of educational facilities and advantages. The press teems with books and periodicals suited to their varying capacities. Literature is dressed up in a style to please and attract as well as to instruct them. Everything is done to make reading palatable and desirable. Teaching also undergoes changes, and the rage is for methods particularly adapted to the youthful mind. People are averse to having their children think and study too hard. They must be helped over difficult places. They must be pleased and entertained in the classroom. All kinds of learning must be simplified, and put into the best and easiest shape, to be comprehended and retained. The trend in this direction is no doubt being carried to an extreme. Scholarship is never attained without great labor. The best exertions are to be encouraged and developed. Difficulties and hardships are necessary to the noblest and highest accomplishments. It is a mistake to make learning too easy. It is well to cheer and to incite to laudable endeavors, but we must not overdo the matter by too great simplification, or by putting too prominently the pleasurable element into the schoolroom. Lessons must be mastered for their own sake. The mind may require at times, and to a certain extent, stimulation by due help and encouragement; but its powers must be developed by hard and persistent exertion, and by a mastery of the difficult. But this criticism aside, the general tendency to reduce our modes of instruction to the simplest forms, and to put everything in the most attractive and delightful way, is only another manifestation of the almost universal desire of the age to please and gratify children.—*The Presbyterian.*

My Neighbor's Children.

THE other day one of my friends made known to me her woes in this fashion: "You know what a beautiful silky coat Don used to have. We thought it was all due to his diet. We gave him very little meat, and prepared his meals by rule. But now he will not eat what we offer him. The new neighbors have spoiled him. He goes in there for a lunch, and if they do not give him what he wants, he barks, and they try again until he is satisfied. He hasn't been well lately, and we think they have been feeding him fat meat."

"They must be very fond of dogs," I said.

"Oh, yes, and we appreciate their kindness," she replied, dolefully; and I straightway fell to thinking how her words might be echoed by many a mother who sees her labor wasted, the teaching and care of months counting as naught, through the mistaken kindness of a friend.

Little Sue knows that mamma will not give her gingersnaps in the middle of the forenoon, so she runs over to auntie's and asks for some. Auntie fills her hands with snaps, and offers her a piece of cake besides, with never a qualm of conscience, and next day is "so sorry" to hear that the whole family were up with Sue half the night.

How easy it would have been to help the little girl's conscience by a single question, "Would mamma be willing?" This would have brought the shadow of disappointment which auntie cannot bear to see on the face of her pet, but with the honest answer Sue would have gained a new understanding of obedience, and a new trust in loyal auntie.

And now a question for all of us. Is it ever right to wink at deception or any wrong-doing in a child? I need not forthwith produce a switch, nor yet launch into a sermon, but my disapproval may be made evident to a child's sensitive feelings without any lack of courtesy. One of my dog friends has an impression that the moral law applies only at home. His mistress trusts him entirely. She says if the platter of meat were set on the stove-hearth under his nose he would not think of touching it; but at "Aunt Mary's" he steals whatever he can find. Probably many children have a vague idea of a similar sort, and a little polite expression of feeling on the part of a long-suffering hostess might open their eyes to a new fact, namely, that certain actions are frowned upon by society in general, and that it is not only mamma's notion.

Children might more easily comprehend this fact if they were more generally given their own rightful position as members of society. We are very honorable. We would not for the world reveal the secret of a friend; but yesterday when you repeated to a room-ful of people little Katie's quaint remark, you failed to notice the hurt, proud look on the little girl's face. A wonderful thought had come to her, and she whispered it to you because she loved you so. It was your part to listen reverently, and not to make it common by sharing it with the whole world. I wonder when she will again favor you with her confidence!—*Mary L. French, in The Outlook.*

Infectious Diseases in Schools.

IT is an undeniable fact that the schools often serve as the medium for spreading communicable diseases, and, still further, it may be said that many school epidemics of infectious diseases are the result of parental heedlessness. To permit a child to attend school while there is any reason to believe or suspect that he is in a condition to communicate infection to his fellow pupils, is a serious misdemeanor. What is the loss of a few days of schooling to a single child as compared with the serious consequences which sometimes follow the continued school attendance of a child with a "diphtheritic sore throat," or the return to school at too early a date of one who has had an attack of scarlet fever?

We believe that a clear comprehension of when a child may reasonably be thought or suspected to be infectious would, with almost all parents, be all that would be required to influence them to observe suitable precautions against spreading infection. With even a small minority, it is a shame to say that the penalty which the law provides in the following sections of Chapter 123, Laws of 1887, is required to quicken their sense of moral responsibility:

Sec. 12. No parent, guardian or other person shall carelessly carry about children or others affected with infectious diseases, or knowingly or willfully introduce infectious persons into other persons' houses, or permit such children under his care to attend any school, theater, church or any public place.

It should here be observed that it is not always necessary that a child shall himself have an infectious disease to become "infectious." Not having had the disease himself, he may, nevertheless, be the carrier of infection if he comes from a house containing cases of infectious diseases:

Sec. 10. Whenever any householder knows or has reason to believe that any person within his family or household has smallpox, diphtheria, scarlet fever, cholera, typhus or typhoid fever, he shall within twenty-four hours give notice thereof to the health officer of the town in which he resides, and such notice shall be given either at the office of the health officer or by a communication addressed to him and duly mailed within the time above specified, and, in case there is no health officer, to the secretary of the local board of health, either at his office or by communication as aforesaid.

—*From Report of the Maine State Board of Health.*

Our Daughters.

MANY mothers entertain the erroneous opinion that girls do not meet with the

temptations that a boy does, and therefore do not require such close care and attention. Even though it is true that girls are not tempted by so great a variety of snares as boys, still the temptations which assail them are just as serious, and, in many cases, far more so. But, aside from this, if we stop to consider the vast amount of influence which woman as wife and mother (especially the latter) has upon the men of our country, must we not give greater heed to the training of our daughters? Even as little children, girls exercise a surprising control over their boy playmates, and so it goes on to the end of their days.

No matter how young a child may be, strict obedience must be enforced if we wish to successfully lead our girls aright. So many parents labor under the false impression that as very young children cannot understand the difference between right and wrong, we ought not to demand compliance with our wishes. The child may not understand why it is required to do so, but if you are patient and quietly determined in your manner, Baby will very soon instinctively feel that mamma's orders are to be obeyed, and as she grows older will not think of disobeying.

A beautiful trait which every woman ought to possess is consideration for others, and this, too, we must begin to teach in infancy. We have many opportunities in our daily experience to teach, both by precept and example, consideration for others, and by being thus early taught it becomes easy for children; this will also crush out selfishness, an abominable trait which must be destroyed in the germ. Teach the girls to look to the comfort of those about them, and thus they will acquire that which makes some women such charming companions who do not fail to make home the sweetest spot on earth for husband and children, and a haven of rest and peace for those whose good fortune it is to enter there.

It is natural for little children to come to mamma with all their trials, and this is the time when a mother should show sympathy in all mishaps and troubles, and interest in Baby's pleasures and pursuits. If your little girl comes to you crying because she has had a fall, don't send her away with the exclamation, "Oh, don't be such a baby," but lay aside your work and devote a few minutes to soothing the little darling; if she comes to you with her toys and wants assistance, don't tell her she "shouldn't bother" you, but give her a few minutes of your time, and you will never regret it. As she grows older, continue to take a deep interest in her affairs, thus keeping yourself posted in all matters pertaining to her and in advising and counseling her aright.

If you follow this plan, your daughter, no matter how old she may become, will consider you her best counselor and friend, and will naturally come to mamma for advice and guidance in all matters. And who is so able to lead, guide and direct a girl in woman's ways as the dear, good mother who is a model woman herself? Making your daughter your confidant will bind you more closely together, and she will not be apt to confide her secrets to her girl friends. In short, give her from babyhood upward a good moral and religious training, and always set her a good example. The latter is the most important part of our training.—*Emilie Hoffman, in The Housekeeper.*

THE

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BABYHOOD

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THE MOUTH OF THE CHILD IN HEALTH AND IN DISEASE.

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FROM the moment that the new baby has become fairly established as a member of the family circle, its comeliness is a matter of continual comment. If it is the first baby of the family, no divergencies of opinion and no uncomplimentary comparisons are ever permitted within the sacred precincts of its home. By universal consent, it is beautiful to a degree which can never be expressed by the few adjectives of appreciation found in the English language. Yet in hidden depths of thought, far from the gaze of the public, there may be doubts on the part of onlookers as to the absolute perfection of the new-comer's beauty; and if there are other children in the family, even the mother, who saw no blemish in her first-born, may harbor doubts as to whether the baby now under consideration quite comes up to the standard set by her upon the first occasion.

However true it may be that the features of the infant, as a whole, are generally more beautiful to the parents and elder children than to the world at large, there can be no doubt concerning the absolute loveliness of the mouth of a healthy infant, whether in repose or when lit up by one of those irresistible smiles with which the mother's cares are solaced. Undisturbed by that rivalry which the eye in later life maintains, the mouth reigns supreme among the young child's features, as the rosebud among flowers. Yet even this winsome beauty of the baby's mouth has become a source of danger to the child which is only of late years beginning to be fully appreciated. Those tender lips, with exquisitely sensitive covering of mucous membrane continuous with the surface of the mouth, too precious for contact with any unclean object, are subjected forcibly and unwillingly to the caresses of a promiscuous public.

A plain description, from a medical point of view, of the dangers to which the baby or child is exposed whose mother insists on his submitting to be kissed by all comers would be too horrible, too repulsive, for these pages. The thoughtful observer turns away with loathing from the ordeal to which the helpless, perhaps struggling, child is exposed by emotional visitors at its home, or by the crowd of nurse girls and their acquaintances in the public square. The literature of medicine is dotted over with reports of cases in which the most terrible diseases known to the human race have been conveyed in kissing by persons supposed by the public to be free from disease. About a year ago a leading physician of Baltimore related to the writer the following, which illustrates the subject excellently. He was traveling with his little boy, and, coming to a hotel, lodged there. The hotel-keeper showed a fancy for the boy, took him upon his knee and kissed him once or more on the mouth. He then fell into conversation and incidentally said that he was just recovering from diphtheria. The physician could hardly conceal his horror and alarm, and was in a state of anxiety for weeks lest his boy should have received the deadly diphtheritic poison in the kiss.

The moral is, let the mouth of the child

be kept for the purposes for which it was designed—the taking in of food for the nourishment of the body, an office for which it is admirably fitted by its delicate sensitiveness to touch and, in the older child, to taste. The heart of the physician is rejoiced when he hears of a mother who reserves the lips of her child for her own loving caress and positively forbids outsiders the privilege.

The Mouth Cavity.

Within the sensitive barrier of the lips lies the cavity of the mouth, fitted for the temporary reception of food, and opening behind into the nose, the gullet, and the windpipe. It is lined throughout by soft mucous membrane, which is easily inflamed by excessive heat or coldness of the food, or by the introduction of fermenting or tainted food. But little saliva is poured out into the mouth until the time when the teeth begin to make their way upward through the gums; yet a certain amount of digestion does go on in the mouth, and so it is more wholesome for the infant to suck its food slowly than to swallow it quickly from a spoon or cup. Moreover, in slow suction, there is an intermixture of saliva with the food which probably renders it more easily digested in the stomach.

The watchful mother is always on the alert to detect symptoms of "tongue-tie" in her new-born babe, and in many cases forces the doctor to operate on a perfectly natural tongue. If the baby nurses and swallows with ease, it may be inferred that the attachment of the tip of the tongue to the lower jaw is sufficiently loose. If difficulty in speech is found later, the tongue may then be examined again for tongue-tie.

It is very important that the mouth of the infant should be kept clean. Naturally it is sweet and pure, having no teeth to taint it with decay; but particles of decomposing food may remain in the recesses of the mouth, especially in feeble children, and by their presence set up irritation. In the daily washing of the mouth, even when there is no inflammation, great care should be used to avoid injury by undue roughness. A soft rag upon a gentle finger is best for this purpose. Especially should the roof of the mouth be cleansed with gentleness; for although it seems hard and bony, there are little elevations at the middle and back part of the roof in many infants' mouths which, when bruised with the finger, turn into ulcers and then even favor the development of thrush. Some nurses, who possess more muscle than sensitiveness, scrub mercilessly, and are in ignorance of the presence of these delicate structures in the infant's mouth.

Inflammation of the Mouth.

Simple inflammation of the mouth is very frequently met with in children. Its presence is shown by unusual redness of the lining membrane of the mouth (perhaps swelling), and pain on taking food. Although a slight ailment in itself, and relieved usually by proper treatment, it may, by depriving the child of needful nourishment, quickly bring on a condition of weakness which is extremely dangerous, especially to a young child of feeble constitution; and, furthermore, it makes the child more liable to contract other, and more severe, diseases of the mouth, by lessening the resistance of the parts to infection from without.

The treatment by drugs falls properly to the care of the physician; but the simpler methods of treatment should be understood by every mother. In order to understand these it is only necessary to know the causes of the inflammation; for when these causes are prevented from acting, the mouth usually heals without difficulty. Among them "teething" is credited with more than its proper share of mischief; for the appearance of the teeth beneath the surface of the gum ought, in a healthy mouth, to produce only a little local inflammation, if any, and not a general inflammation of the whole mouth, such as is now under discussion. (The subject of teething is not included in the present paper.) The inflammation frequently arises from uncleanness of the nursing apparatus, particles of milk being allowed to remain in its crevices and ferment, so that by their acidity and by other unwholesome conditions they set up irritation of the mouth at the next nursing.

Careful mothers, if they feed their children with the bottle, wash the rubber attachments after each nursing and put them into water containing bicarbonate of soda (bread soda) until they are needed again. For this reason the nursing apparatus should be as simple and as easily cleaned as possible.

The apparatus employed by some mothers, which has a long rubber tube between the bottle and the mouthpiece, is especially to be avoided; for it is almost, if not quite, impossible to get it clean inside after it has been used.

In health the infant's mouth should be washed out gently several times a day with water which has been boiled, and a soft cloth or piece of absorbent cotton, the cotton being immediately thrown away, and the cloth thrown away or carefully washed. In older children gentle use of the toothbrush will keep the mouth clean. When the young child has a fever or other general illness, the mouth should receive special attention; and frequent cleaning with cool water containing bicarbonate of soda, chlorate of potash, tincture of myrrh, etc., will not only prevent foulness of the mouth and tongue, but also give most agreeable refreshment to the patient.

At a certain period in the development of its intellectual powers, the infant seems to depend very much upon its sense of taste for gaining acquaintance with the strange world into which it has come. Every small body which comes within its grasp is placed between its lips and dwelt upon in a meditative way indicative of the deepest philosophical reflection in regard to its physical properties. The number of objects which an active baby tests in this way during the waking hours of a single day is simply enormous. Although simple dust and dirt appear to have no injurious effect upon the baby's mouth, it can hardly be doubted that paints, varnish, etc., do occasionally cause irritation, and even inflammation; although they are not nearly so dangerous as the fermented milk particles already mentioned.

When an inflammation of the mouth has been discovered, the nursing apparatus should be cleaned with unusual care; rough, harsh rubbers should be replaced by soft, smooth ones; and the mouth should be cleansed more frequently with cool or warm boiled water, as is most agreeable to the little sufferer. Linen cloths soaked in ice water or containing crushed ice often give much relief to the fevered mouth if placed within it. The infant who will not take its milk in the usual way must be fed with a spoon or out of a cup, since it is very important that the strength of body be maintained. The custom of some mothers of letting the child wet its mouth or gums with paregoric now and then in order to relieve the pain is injurious, sometimes causing very obstinate chronic constipation.

It should not be forgotten that the inflammation of the mouth may be the result of disease in other parts of the body. It may be caused by catarrh of the nose cavity, by disease of the stomach, and by many dangerous conditions of the general health, which, rather than the mouth disorder, demand treatment by the physician.

Ulcerated Mouth.

Two distinct forms of ulceration occur in the mouths of children, which are sufficiently well marked for detection by the intelligent mother. The first form is identical with the very painful and very persistent sore spots, about as large round as a pea, which appear at times inside the lips and cheeks and on the tongues of older people, staying a week or two and going away of themselves, but rendering the taking of food almost impossible through their sensitiveness.

In the young child these sores are sometimes found in large numbers, covering in some cases the whole surface of the mouth. They appear first as hard whitish spots in the substance of the skin, not on its surface; and in a day or two turn into little sores more or less painful. There is no foulness of the breath, and the sore spots have no membrane formed upon them. They are very obstinate to cure. The treatment belongs to the doctor's care.

The other form of ulceration is a very peculiar condition, found most often among the

children of the very poor or in asylums, but sometimes caught by well-to-do children from their schoolmates. It is found only in children who have teeth. It begins with swelling of the gums where they join the teeth. The gums creep up upon the teeth, and become soft and bleed easily. Yellowish seams appear upon them, and foul matter collects between them and the teeth, the gums falling away a little from the teeth, and so forming pockets for the matter; then sores of the same kind form on other parts of the mouth, where the matter from the sores touches the healthy lining membrane. After the disease has lasted for a time, the breath becomes offensive, so much so at times that the patient must be placed in a room by himself. The disease may be caught by one child from another, even by using the same cups and spoons. There is a great flow of saliva from the mouth. If neglected, the disease may become chronic, or it may cause loss of the teeth, or even of the bone of the jaw. There is no membrane formed on the sore places. The disease never spreads outside of the mouth to the skin of the face.

The treatment requires a physician's skill. When the physician is called soon enough, and is allowed to continue his attendance as long as there is any excessive flow of saliva, the disease, as a rule, yields quickly to his chosen remedies, and does not return. In half-cured cases there will be a return of the trouble.

The points which are of importance to the mother are the contagiousness of the disease from child to child; the dangers of delay in calling the doctor; and the fact that fresh air, good food and wholesome, clean homes, aid in protecting children from it. Children who have the disease ought to be kept from school and from other children until they are quite well again.

The somewhat similar disease which is caused by too free use of mercury and calomel does not need discussion here.

Those diseases of the mouth in which membrane appears upon the sore places, or upon apparently healthy surfaces, cause great anxiety to the mother; and while she should be very careful never to meddle with conditions which she does not thoroughly understand, but should rather be ready to cast the burden upon the family doctor, she should inform herself as well as possible concerning the peculiar appearance of these disease processes and certain simple principles of treatment. Although "a little knowledge is a dangerous thing" in a foolish or headstrong person, it is a great blessing to an intelligent, careful mother, saving her from much anxiety and making her a better guardian and nurse to her little ones.

Thrush.

This disease, although attended by the appearance of a membrane upon the surface of the mouth, is often so easy to recognize and so simple to treat, that the mother or nurse conducts the case to a successful issue without the aid of the physician. In certain cases, however, it presents an appearance which puzzles the untrained observer; and in severe cases it is not confined to the mouth, but affects also the digestive organs, threatening the life of the little patient.

The disease is characterized by the appearance on the tongue and walls of the mouth of white, curdy flakes, which may be mistaken at first glance for bits of curdled milk. The milk curds, however, which remain in the mouth after nursing, can be easily wiped off with a touch of the finger; while the thrush flakes are more or less firmly attached to the affected parts. If proper treatment is not employed, the thrush spots will appear in other parts of the mouth, until the whole surface may be dotted over with them; and they may even spread down the throat, in the worst cases interfering with swallowing and even causing death in the case of weakly infants.

The white masses seen in thrush are composed of a microscopic fungus plant, which lights upon the mouth—from the air, we suppose—and if the mouth tissues are already irritated by catarrh or by unclean nursing appliances, or are in other ways enfeebled, the plant grows rapidly and spreads to neighboring parts. The plant is not in itself poisonous; but it causes some disturbance of the

parts on which it grows by its presence as a foreign body; and, if it is very abundant, or attacks the deeper tissues, it may cause pain and difficulty in swallowing, and the patient may positively refuse to take food. In an infant naturally feeble, or weakened by other diseases, such as diarrhœa or cholera infantum, this difficulty in taking nourishment is fraught with great peril.

In some cases the growth spreads to the mother's breast, producing a thin white film upon the parts which lie about the nipple, but doing no further harm.

The treatment of thrush is in many cases very simple. Different brands of "thrush powders" are sold in the drug stores. The intelligent nurse, however, usually applies a simple solution of borax in water or in honey several times a day to the mouth, gently rubbing away the white masses. These come away more easily if softened by some alkaline solution, as a teaspoonful of bicarbonate of soda to the tumbler of tepid water. It is doubtless wiser to have the physician's advice in all cases, as the thrush is most apt to attack children whose general health demands medical care.

Scrupulous care in keeping the nursing utensils clean, and in securing pure, wholesome food for the child, will go far toward protecting him from the disease, and will prevent new attacks during convalescence. All white patches about the tongue, mouth and throat of a child should be carefully examined, when first noticed; and unless the mother is certain that they are deposits of thrush, the physician should be at once called. In all feverish or languid states the mother should be careful to look at the mouth and throat to find whether they contain suspicious white patches or not. The writer has known medical students to neglect this precaution, and to have their attention drawn off by unimportant symptoms when there were all the while diphtheritic patches in the throat.

In most instances a full view of the back of the mouth and throat may be obtained by gently pressing down the tongue with the handle of a teaspoon. When children resist and clench the teeth, the head and arms should be firmly held, while the spoon-handle is pressed gently but steadily between the teeth and back along the roof of the mouth. As soon as the throat is touched, the mouth flies open of itself, and the practiced eye of the mother may get a quick glimpse of the whole throat and detect any membrane that may be growing upon it. It is well for the mother to take pains to learn how to inspect her children's throats in sickness, for the mere fact that she knows the throat to be free from membranous patches will be of great comfort to her in times of uncertainty as to the true nature of a child's malady.

Diphtheria.

Of all diseases of the mouth, this is most dreaded by the mother, because it is in many cases fatal, because it is contagious, and because it sometimes comes on so stealthily that its presence is not detected until the case has become hopeless. It is doubtless true, however, that in well-managed households it has lost its terror; for diphtheria, whatever may be its contagious principle, is a disease of filth and squalor. It avoids the clean, dry, well-ventilated, well-plumbed dwelling; and, if by chance it is brought from without into such a dwelling, it does not easily thrive and spread there, especially if care be taken to keep the affected surfaces as clean as possible and to destroy all discharges from the diseased parts. Moreover, judicious treatment from the beginning by the physician, and faithful, intelligent nursing, will save most patients. When diphtheria occurs in epidemics, it is, like many other contagious diseases, often very fatal, in spite of the best treatment, and is more liable to enter homes which appear to be clean and wholesome.

As this article is not written for medical men, but for mothers, no attempt will be made to describe the differences between diphtheria and the diseases of the mouth which closely resemble it. If membrane is found in the throat, the wise mother will not stop to consider whether it is from diphtheria, or croup, or tonsilitis, but will send at once for the doctor, and will let him decide what its nature is. The fact is that

even the best physicians cannot tell always whether a throat is diphtheritic or not; and it is, therefore, very absurd for the untrained mother to attempt to do so. The writer knows of an instance where the child of a skillful physician was attacked with what seemed to be simple inflammation of the tonsils, and recovered, and within a few days another child in the family was taken with fatal diphtheria. The physician believes that they were both the same disease, and that the second patient caught it from the first. To the trained physician the differences between simple inflammations of the throat or tonsils and diphtheria are, in many cases, so marked that he can say that the white patches are positively not diphtheria, although in other cases he has to wait a day or two in order to decide. If he says positively that there are no signs of diphtheria, the mother need not be anxious about the little one.

If a child is taken ill with diphtheria, the mother has many important duties to perform. Most careful nursing of the child is necessary, under the physician's guidance. The other children must be isolated from contact, not only with the sick child, but with those who go into the sick-room. The cellars, water-closets, drains and sinks of the house should be carefully inspected, and any foulness should be corrected. Stagnant pools of water near the house should be drained or disinfected. The well should be examined, to see if the drinking-water has been polluted by drainage from the house or otherwise. The places in which the milk or vegetables are stored should receive attention. All discharges from the patient should be burned or disinfected, and all clothing or bedding should be disinfected after using. Last of all, those who are in attendance in the sick-room should avoid excessive fatigue, and should obtain sleep and daily exercise in the fresh air.

If the attendant is careful in these respects, and does not eat or drink out of vessels used by the patient, or with unwashed hands, there is no reason why she should catch the disease. Whatever the contagious matter of diphtheria is, it seems to be a solid, and is not often, if at all, carried by the breath of the patient or by the atmosphere of the room. To catch it, a person must usually put it into his mouth directly, as by spoons used by the patient, or by unwashed hands. As an additional safeguard the attendant in the sick-room may wash the mouth and throat occasionally with a cleansing solution, such as chlorate of potash in water, since irritating deposits about the mouth and teeth favor the catching of the disease.

CONVULSIONS.

BY CHARLES G. KERLEY, M.D.

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IN this article I will consider that class of convulsions most frequently met with in children under three years of age, such as come on during apparent health or slight illness, rather than those which develop during or at the close of some serious disease. I know of nothing that will so quickly and thoroughly demoralize a family as the occurrence of an unlooked-for convulsion in one of the children.

A certain degree of fright on the part of the friends and relatives is to be expected, as the appearance of a child during a convulsive seizure is most alarming to those not accustomed to the sight. I am sure, however, that the fright and anxiety would be lessened

to a great extent if the nature and termination of such convulsions were better understood, and if it were known that the cause in a large majority of the cases lies in the gastro-intestinal tract, due to an error in diet, and that the attack is not necessarily a symptom of brain disease, as is usually imagined; further, that nearly all such convulsions are entirely recovered from if intelligently managed. Nearly all of the attacks of this nature which I have seen occurred either in badly fed bottle babies, or in those beyond the bottle age who were given their food irregularly or in quality or quantity unsuited to their age. The custom in some households of giving the baby "just a little taste" of some forbidden food is not an infrequent cause of convulsions; the child is pleased with the new sensation, demands more, the "tastes" are repeated and trouble follows. In a few cases I have known a seizure to follow a single indulgence in cake, pie or fruit. I have seen but four cases in fairly well-managed breast-fed infants. In these, one attack followed a fall, the child having received the full force of the fall on the head; in the second, it was the initial symptom of lobar pneumonia; the third was a case of infantile paralysis in which convulsions attended the acute stage; in the fourth, convulsions resulted from a profuse cerebral hemorrhage. In a case occurring under my care an eighteen-months-old girl had repeated convulsions. The mother supposed teething to be the cause and was frantic because I refused to lance the perfectly healthy, innocent gums; there was no sign of a tooth coming through. After a large dose of castor oil had been given, the patient passed one-eighth of an orange.

Children with rickets are especially predisposed, and an indiscretion in the diet which in a healthy child would produce no discomfort may bring on a violent attack in one so affected.

Teething as an exciter is generally supposed to play an important rôle. This process as a direct cause, through the irritation produced by the pressure of the teeth on the gum can, in my opinion, be excluded entirely. Between nine hundred and one thousand infants have cut their teeth while under my care, some of whom had convulsions while teething, but in not a single instance was the teething process a direct cause. Thorough investigation of the circumstances attending the attack and examination of the patient would reveal the true seat of the trouble, which was usually found in the alimentary tract. Had these teething babies been examined only superficially, or had they not been examined at all, as is too often the case, the cause would most certainly have been ascribed to the teeth.

A very interesting case in a child under one year of age was reported several years ago in the London *Lancet*. A long hair became fastened between two teeth and hung down the throat; the irritation of the alimentary tract thus produced caused repeated attacks until the hair was discovered and removed.

Convulsions may occur in the very young and weak as the result of heat prostration. Worms are mentioned as a fruitful cause. I have seen but one case of this nature, in a strong boy of three years. That he should show marked nervous disturbance is not surprising, as vigorous, well-directed treatment removed forty large round-worms during the next three days.

Lobar pneumonia is sometimes ushered in with convulsions, but this occurs far less often than we would be led to suppose. Among seventy-five cases which I have had the opportunity to observe, convulsions were the initial symptom in but three. The onsets of the brain diseases known as simple and tubercular meningitis, according to my experience, rarely occur with convulsions; they are, of course, a common symptom of these diseases, but usually appear after a period of illness, the symptoms of which are very often diagnostic of serious brain disturbance before the advent of convulsions.

Cases have been reported which were supposed to be due to the irritation produced by unsuitable, tight or ill-fitting clothing; this is certainly not a very common cause; if it were the physicians of this country would be fully occupied caring for infants with convulsions.

The question is often asked, can a child inherit a tendency to convulsions? The offspring of the epileptic and the neurotic are certainly predisposed. The decidedly ancient notion that an infantile eczema should not be treated and cured because it may "strike in" and produce convulsions is too absurd to deserve further mention.

Simon believes that 80 per cent. of the attacks occurring in young children are due to digestive disturbances. Concerning the entire number of cases seen by me, 80 per cent. were not due to simple digestive trouble. Besides those occurring during brain diseases, quite a number developed during whooping cough complicated with broncho-pneumonia. Many of the fatal cases of inflammation of the bowels have convulsions late in the disease, death frequently occurring in the attack. I have also seen a few cases occur during scarlatina, measles, malaria, diphtheria and Bright's disease. As regards these cases, however, which come on during apparent health or slight illness, fully 95 per cent. were due to some disturbance in the stomach or intestines. With proper feeding, bathing, clothing and fresh air, the chances of convulsions are very small indeed.

What is to be the management of a child if attacked? The family physician must be summoned at once, a hot mustard bath should be arranged as soon as possible, into which the child is placed and kept from ten to thirty minutes, by which time the seizure will ordinarily have passed off, and the child will make known its return to the normal condition by crying. As soon as swallowing is possible give from 1 to 2 teaspoonfuls of castor oil, according to the age; in case vomiting follows, it may relieve the stomach of offending material; if the oil is repeated in a few minutes with a few drops of whiskey added, it will almost always be retained. When the patient is removed from the bath, rub him vigorously until dry, put him in his crib and apply cold cloths to the head; do not hold him on the lap. The room should be cool, darkened slightly, and the patient kept absolutely quiet. If the bowels do not move in a reasonable time, a large warm-water enema should be given. The enema should be given as soon as, or even before, consciousness returns, if there has been habitual constipation, or if the abdomen is at all distended.

The management during the few days following the attack is important. Light and easily digested food must be given—preferably fluids; the bowels should be carefully looked after and all means of excitement avoided; plenty of fresh air is also of benefit. The physician should always be sent for, no matter how light the attack, as it is very apt to be repeated if the cause is not discovered and removed.

ACUTE SORE THROAT IN CHILDREN.

BY C. L. DODGE, M.D., KINGSTON, N. Y.

THIS is a broad subject and necessarily demands subdivision, but writers on diseases of the throat have subdivided so thoroughly that one not familiar with the subject is soon lost in bewilderment at the numerous varieties of this very common disorder. I shall endeavor to simplify the matter as much as possible, and before proceeding further would remark that the peculiar forms of sore throat accompanying measles, scarlatina and other acute diseases will not be considered, nor will diphtheria be included in this article.

Sore Throat.

Acute simple sore throat (termed in the books *angina*) is nothing more than a simple inflammation of the mucous membrane of

the fauces. It is usually caused by wet feet, exposure to cold draughts, etc. In severe cases, it begins with a chill; but this is often wanting. The child seems feverish and fretful; has little or no appetite; loses interest in his playthings, and perhaps complains of feeling chilly or cold, which, however, does not terminate in a chill or rigor. The throat feels raw, swollen and painful, and children often describe the sensation well by saying, "It feels as if an apple had stuck in my throat." This feeling of constriction is caused by the swelling. In the first stage there is usually little or no cough; but later, when the inflammation has extended into the larynx, the cough becomes very harassing. Upon inspection of the throat by means of a tongue depresser or a spoon, we find the parts are of a bright red color; the uvula (palate) is long and swollen, and by dropping on the tongue keeps up a constant irritation which provokes a reflex cough and a constant desire to swallow. The tongue is coated, the breath is foul, the appetite poor, the bowels usually constipated, and the urine high-colored and scanty. The duration of this affection is usually of a few days only, when the swelling and inflammation subside, and the normal condition of the parts becomes re-established. If, however, the larynx is affected to any extent, the cough may persist for several days longer.

TREATMENT.

The majority of these cases would doubtless recover with no treatment whatever, but fortunately we are able to hasten their progress, and, what is still better, to relieve our little patients of much suffering and make them far more comfortable. In all cases where the child is very sick it should be put to bed and allowed only a light diet, such as soups, milk, custard, rice, eggs, gruel, etc. The first indication in all cases is to open the bowels freely. This does not necessarily mean castor oil, however, as many mothers suppose. Calomel in $\frac{1}{8}$-grain or $\frac{1}{4}$-grain tablets every hour will be found to be an admirable remedy for this purpose. Five or six tablets will frequently cause a thorough evacuation of the bowels, and this medicine is believed to exert a favorable effect on the disease beyond its mere cathartic action. It is particularly adapted to disorders of children on account of its absolute tastelessness. There are several other remedies, however, that may be substituted for calomel if thought desirable. The compound liquorice powder, syrup of rhubarb with magnesia, the citrate of magnesia, or Rochelle salts, are all equally efficacious, if not quite so agreeable.

For the relief of the fever there is nothing to be compared to small and frequently repeated doses of the tincture of aconite root. From one-fourth to one-half drop in a teaspoonful of water, given at first every fifteen minutes, and later every half hour or hour, will very quickly reduce the fever and at the same time increase the action of the skin, thereby giving decided relief to the little patient. In connection with the aconite, paregoric may be given, in doses proportionate to the age, in all cases where there is pain or uneasiness consequent upon the swelling present. It is specially indicated if there is a cough, no matter how slight, as this is a direct source of irritation to the already inflamed throat.

Locally, various gargles may be used if the child is old enough. Many times a very young child can be taught, by using plain water at first. Astringents are often prescribed, especially if the uvula is relaxed or "down," but most children dislike the taste of remedies of this character so much that it is frequently impossible to get them to use them a second time. The peroxide of hydrogen, however, is particularly valuable in these cases, as it has no taste, does not burn or smart the sensitive throat, and is harmless if swallowed. Equal parts of the peroxide, glycerine and water make an excellent mixture for this purpose. As to the use of cold compresses—enveloping the neck in cloths wrung out of cold water—I simply say don't use them. There may be occasions where the judicious use of cold under the direction of a careful, competent physician may be advisable, but as a routine domestic treatment it should be condemned *in toto*. To most young children it is extremely repulsive,

causing no little nervous excitement, not to say shock, when it is suddenly applied, and as it is entirely unnecessary it is simply cruel to insist upon its use with young and sensitive children. External applications are useful, however, and one of the best is camphorated oil, plain or with equal parts of oil of turpentine, previously warmed by placing the bottle in a basin of hot water. This should be gently rubbed on the throat as hot as can be borne several times a day, and the throat afterward covered with a piece of flannel.

Tonsilitis.

Tonsilitis means inflammation of the tonsils; the popular name for it is quinsy. Acute tonsilitis presents itself under three forms or varieties: 1, superficial; 2, follicular; 3, parenchymatous, which signifies that the inflammation is seated in the substance of the gland. Acute tonsilitis terminates in one of three ways; by resolution, suppuration, or chronic enlargement. Resolution (by which is meant a gradual subsidence of the inflammation) is the most natural and desirable termination, and is the one usually observed. Chronic enlargement is, unfortunately, a very common sequel, while suppuration in young children is extremely rare.

Tonsilitis is very rare in infancy. In childhood, youth, and especially at the age of puberty, it is very frequent. Sex appears to exert little or no influence. Boys, possibly on account of greater exposure, are thought by some to suffer more often than girls. Temperament appears to exert a marked influence. It is a matter of common observation that some families never pass through a winter without one or more outbreaks of sore throat, while others seem to possess absolute immunity from this particular trouble. It is unquestionably hereditary. Pale, lymphatic children are the ones most apt to suffer, and whenever the strumous or scrofulous constitution is present, the slightest accidental causes are sufficient to develop an attack. Inherited gout and rheumatism are believed to be powerful predisposing causes, and frequent recurrences of tonsilitis have been noted where the effect of the rheumatic constitution seemed to be apparent. One attack seems to predispose to others; at least one attack is almost always followed by others. Enlarged tonsils (or hypertrophy of the tonsils, as this condition is technically termed) is perhaps the most important predisposing cause, and children thus affected are extremely susceptible, the slightest disturbance of the stomach or bowels, or any undue exposure to cold, high winds, or dampness being sufficient to develop an attack. The exciting causes are practically the same as in simple acute sore throat.

VARIETIES.

Acute Superficial Tonsilitis.—This, as the name implies, is an inflammation of the outside covering of the tonsil. The swelling or enlargement is due to the congestion and thickening of the mucous membrane covering the tonsil. Cases vary greatly, both as to the mode of invasion and severity. As a rule the younger the child, the greater will be the constitutional symptoms as manifested by fever, prostration, etc. In mild cases the only symptoms noticeable are slight feverishness, partial loss of appetite and general malaise, and not until an inspection of the throat has been made are we apt to suspect the true nature of the trouble—if this be the first attack. In severe cases all the symptoms are more pronounced. If old enough, the child frequently complains of headache, nausea and chilly sensations, which are soon followed by high fever, with more or less pain in the throat, especially in attempting to swallow. The so-called bilious condition is sometimes well marked and is apparently the chief exciting cause, since treatment directed to the relief of this condition is usually followed by decided improvement of the throat symptoms in a short time. When there is much swelling of the tonsils, the voice assumes a characteristic nasal intonation. There is more or less cough, which adds to the general distress and uneasiness. Thirst, loss of appetite, and lassitude, are also present. The breath is foul, the tongue coated, and the bowels constipated. The urine is scanty and high-colored, and deposits

a sediment on cooling. The breathing is accelerated and the pulse is rapid, ranging from 120 to 150 per minute. The temperature rises rapidly, and may reach 102 or 108 degrees Fahr. in a few hours. The throat appears red, raw and swollen, especially the tonsils; we usually notice, also, redness and swelling of the uvula and soft palate. At first the throat appears dry and glistening, but it is soon covered by a grayish film or exudation, which lies here and there and is slightly adherent.

Acute Follicular Tonsilitis.—This is the variety so often called "ulcerated sore throat" by the laity and by some physicians. The small white patches erroneously termed ulcerations are not true ulcers, but are the hardened secretions of the follicles pressed out by the swelling of the organs. They are characteristic of this form of sore throat, and once seen are never forgotten. In follicular tonsilitis the constitutional symptoms are often severe, and are almost identical with those given above in the description of simple tonsilitis. The fever is generally higher, the temperature sometimes reaching 104 or 105 degrees Fahr. Fortunately, the prognosis is always good, and usually in four or five days the fever subsides, and the other symptoms gradually disappear.

Parenchymatous tonsilitis means acute inflammation of the substance of the tonsil. This is the affection commonly known as *quinsy*, in which the tonsil is said, in common parlance, to "gather and break." In other words, suppuration takes place, and an abscess results. It is not a common disease of childhood, for, as stated above, the rule is for a case of this kind to tend towards resolution. One or both tonsils may be attacked. Much the same general symptoms occur as in the simple form previously described, only more pronounced. The sense of constriction in the throat is greater; so is the difficulty in swallowing, and liquids are apt to return through the nose. The voice is thick and has a peculiar guttural sound; sometimes it is reduced to a mere whisper. It is also painful for the patient to talk. Sometimes the tonsils are so much swollen that the passage seems to be completely obliterated. On account of the swelling around the lower jaw it is frequently impossible to get the mouth open wide enough to make a thorough examination, and at such times we are obliged to introduce the finger and rely on the sense of touch. Owing to the pain caused by swallowing, the patient, child or adult, involuntarily holds his head forward and allows the thick, tenacious mucus to drool out of his mouth as fast as it gathers there; it also seems easier for him to breathe in this position. This peculiar position, with the mucus drooling from the mouth, and the thick, guttural speech, are often sufficient to enable one to say at once what the trouble is. In addition to these symptoms, painful sensations in the ears are apt to occur, the neck is moved with great difficulty, and the breath is terribly offensive. Whenever suppuration intervenes it is accompanied by lancinating pains, and the formation of an abscess is preceded by well-marked repeated rigors. It is very unusual for more than one tonsil to suppurate, and it is said that both never do at the same time. Most of these cases get well; still, it does occasionally happen that death takes place from suffocation. I witnessed one such case in a girl twelve years of age.

DIAGNOSIS.

It is not, as a rule, difficult to distinguish the different forms of acute tonsilitis from each other if we bear in mind the onset, the symptoms and the appearances previously described. Acute follicular tonsilitis, however, is sometimes mistaken for diphtheria; nor is the distinction always plain. In follicular tonsilitis the deposit is in the tonsils alone—starts there and stays there, and furthermore bears some resemblance to ulcerations. In other words, the membrane in tonsilitis is limited to the tonsils themselves, whereas in diphtheria it is extremely rare not to see patches at the same time on the uvula and the soft palate. The color of the membrane is also different; in tonsilitis it is white or yellowish or creamy white, while in diphtheria it is a dirty or grayish

white. Further, the false membrane in diphtheria lies closely and is deeply adherent to the mucous membrane below; it is so intimately connected to it that when forcibly removed it leaves a raw and bleeding surface beneath. We see none of this in tonsilitis; here the cheesy patches can be easily removed with a probe, or even a brush, and no ulceration is found beneath. The symptoms are also different; tonsilitis begins abruptly, often with a chill, and high fever soon follows. In diphtheria the attack commences gradually, and the fever at first is moderate.

TREATMENT.

The treatment of superficial and follicular tonsilitis is practically the same as that previously advised for acute simple sore throat. All that was there said as to the value of purgatives applies with equal or even greater force here. The uses of aconite for the fever and paregoric for the pain and irritation of the throat are equally satisfactory in these cases, and are, in fact, the best treatment that can be given. Tincture of the chloride of iron is considered by some practitioners as almost a specific for acute follicular tonsilitis given in doses of four drops in a teaspoonful of pure glycerine every two hours. It is claimed that it lessens the duration of the disease and exerts a beneficial effect by its local action. The local treatment by means of gargles and external applications differs in no respect from that already described for the treatment of simple sore throat.

Parenchymatous tonsilitis requires the same treatment for the constitutional symptoms as the first two varieties, and, in addition, the use of large warm poultices of linseed meal so soon as suppuration threatens. In the great majority of cases the abscess ruptures and discharges itself spontaneously. As soon as the contents are evacuated, the patient is greatly relieved. Convalescence may be delayed for a week or more as a result of extreme weakness, and in these cases tonics and stimulants are required. It is a wise measure of precaution, in all cases where it is possible to do so, to separate the patient from other children in the same house. If a mild and simple case, it is easy to return to the original apartments, and no one would regret the trouble should it prove to be diphtheria.

BABY'S WARDROBE.

A New Apron for Baby.

ONE of my friends told me recently of a "creeping apron" for Baby, and I adopted it at once, and wish to recommend it to others. It is made of strong gingham or denim, with little armholes or straps over the shoulder—just such a pattern as you are using. Make it a foot or more longer than the every-day dress. Insert a braid in the wide hem, turn the apron up under the other skirts and tie it about the waist. I prefer four little straps with buttonholes to fasten to the underwaist buttons, gathering up and tying the braid string also.

Put this serviceable apron on when Baby gets down to play, and when he is ready for his nap, or to meet papa at meal-time, remove the over-dress, and his clothes are sweet and free from dust. There are cooler currents of air near the floor, and Baby needs an extra dress or apron while on the floor with his toys. E. C. S.

How to Keep White Flannels Nice.

WHAT woman can help being fascinated by the soft, dainty, white flannels which the fond mother always provides for the first little stranger, if she can? After a brief experi-

ence, however, during which, with dismay, she beholds them utterly ruined by common modes of washing, she is apt to come down, with a sigh, to the use of ugly, colored flannels next time, though her soul rebels against it and declares persistently that only fine, white, all-wool flannels are at all fit for a baby. Happily for her, if she will but take pains to learn the lesson well, there is a way by which she can preserve these exquisite garments in all their early softness and beauty for an indefinite period; but she must be willing to do the work herself, and not entrust it to servants, if she has them.

It is, perhaps, best to first note some common causes of failure in order to avoid them. Very hot water, for instance, has a well-known tendency to shrink animal fibers. It may answer to use it for coarse or colored flannels which have already been manipulated by the manufacturers previous to weaving, and may even be necessary when they are very badly soiled; but it is a dangerous experiment to use it for fine white flannels, and it is to be especially noted that these should never be worn long enough to become much soiled, so as to require severe treatment of any kind. Another thing, changing the temperature of the water during the process of cleansing has a very injurious effect on flannels, having a direct tendency to shrink them. If one begins with hot water, it must be used all through, and the process must be hastened even through the drying. But they are bound to become cold during the process of evaporation in drying any way; and the only safe way, approved by both experience and common sense, for delicate white flannels, at least, is to use cold water for them, or, in winter, that which simply has the chill taken off.

Another cause of failure may, in many cases, be ascribed to the use of partially hard or cleansed water. When soap is put into hard water, a sticky, insoluble lime soap is usually produced at first, which, settling upon the scaly fibers of the wool, makes them adhere and felt together, thus causing the fabric to shrink and become stiff and harsh. With cleansed water, the soda or other alkali used is also pretty sure to yellow the flannel and stiffen the fibers, besides otherwise injuring its texture. In fact, only the purest water is fit to use. Distilled water would be the best, if it could be had; but it is not often available. The best usually obtainable is rain-water, though this is by no means pure. Water from melted snow or ice will also do, after it has settled clear. With the purest water that can be obtained, it is yet necessary to use a plentiful supply of it. No garments can come out of dirty water looking nice.

Another mistake to be avoided is the use of common soap, and rubbing it directly upon the fabric. No resin soap must be used. The very best for cleansing and whitening flannel is pure potash or soft soap. The natural lubricant of wool on the sheep's back is a potash compound, and potash soap seems to be better for it than hard or soda soap. A pure white laundry soap, however, answers very well; but no soap should ever be rubbed upon the fabric, if it is possible to avoid it. It is difficult to get it all out, and, if it remains in, it stiffens and injures the fibers of the wool. Let soap be dissolved in water until a rather strong suds is made, and the best results will follow. Ordinarily, also, it is found best to employ some additional detergent. The one which experience has shown to be best suited to white flannels is borax, in the proportion of one tablespoonful to a gallon of soft water. The soda in this compound is in a very mild state, and works less injury to the flannel than anything else in common use. Ammonia water is also very good, used in the same proportion. It has the advantage of being quickly and entirely volatile; but it seems to have a slightly greater tendency to yellow the fabric after long use than borax. The latter, if used, must be perfectly dissolved in a little hot water before adding.

The water and detergents to be used being all right, there yet remains the greatest difficulty of all—the handling of the garments. They must not be rubbed, wrung, or treated in any but the gentlest manner throughout the whole process. In fact, the best way to

wash them is to cleanse them by soaking, mainly. If cold water is used, they will not be injured by prolonged soaking, and it is wonderful how much dirt can be removed by this simple means. After soaking, they may be squeezed gently in the water, but must never be rubbed; that always makes them felt and shrink by causing the scaly wool fibers to catch upon each other. Do not wring them for the same reason. Press them as dry as possible between the hands, or roll them in a soft towel to absorb the water. Any deviation from the rule of gentle handling will cause disaster at any stage of their existence.

Suppose, now, we are to wash Baby's flannels to-day. This is the way we will do it. If there are only a few, we will use a large earthen washbowl; or, if many, a small wooden keeler, or a new, bright dishpan kept for this purpose. Having the water ready, with the chill taken off if too cold for the hands, we will first add the dissolved borax, and then make a rather strong suds with the best white or nice potash soap. Press the articles down in this and leave them to soak two or three hours. (Any yellow stains which may have accidentally soiled skirts, bands, or diaper covers should have been at once rinsed out in clear, cold, soft water. They will come out easily, if never allowed to dry in.) The suds will now look dirty. On examination, any soiled spots will be found to have been soaked out by the soapy borax water. Squeeze the articles gently in the water, roll them up rather compactly, and press them between the hands, but do not wring them.

Lay them in a large earthen bowl or plate, and prepare a second water, using it cold as before, and make it slightly soft by adding a little borax water—not more than one-fourth as much as was used in the first—but no soap. Lay the articles loosely in this and let them soak a little while, to remove what is left of the dirty suds. Then squeeze and press them as before, and prepare the rinsing water. It must be cool, soft water like the others, but nothing is added, unless it be a very little bluing for the pure white flannels. Those of a cream tint should never be blued. Handle the articles in this as in the other waters until the soap and borax are removed, then roll up compactly and press with the hands; or even roll them up in soft, white, old muslin and press, to extract as much moisture as possible.

Now draw them gently into shape and hang them on the line in the sunshine, which has a tendency to whiten them, and out of doors, if not cold enough to freeze. In cold or stormy weather they must be dried in the house, out of the dust, and in a sunny window. Take them down just before they are perfectly dry, and smooth them on the wrong side with a moderately warm, but not hot, iron. Air them near the fire an hour or two before putting them away. If the necessary care is not relaxed at any point, they will remain soft and beautiful for an indefinite time, not excepting the delicate and flexible little knitted zephyr shirts, which one improper washing would ruin. In time, they will all acquire a soft, creamy tint; but it will be so clear and pure that they will keep their nice appearance to the end.

VIOLA FULLER MINER.

A Night Wrapper.

I HAD found it quite a difficult matter to keep Baby covered at night until I tried a long warm flannel gown over the other night-clothes, coming below the feet. This gown can be buttoned together at the bottom, or pinned with large safety pins. It is the greatest protection from cold. Night-drawers are good for older children, but as long as a baby's diaper has to be changed in the night, the wrapper is more practical.

Warsaw, N. Y. A. B. B.

A Discussion.

ONCE started upon the new "comfort," the ladies of the sewing society discussed the inevitable rush of spring sewing engaging their attention at home. Said one lady: "I have often wondered, Mrs. Starr, why you never allowed your seamstress to supply the buttons and button-holes for your children's clothing?"

"Simply because the buttons fly off à la Clara Peggotty the very first day," laughed Mrs. Starr, "and the button-holes are invariably too large."

"The last is one of *my* failings," chimed in little Mrs. Ward.

"The missing button!" mused the childless, dignified president. "What a story it tells of failure—of duty undone. Perhaps it points to the dishonesty of the thread manufacturer, or it proclaims the shiftlessness or the "botching" of the lazy slattern. Small though it be, the absent button, failing of its purpose, brings trouble and confusion, and proves a discord in the harmonies of life!"

"You know nothing at all about it, Mrs. Sanders," cried a mother of six romping juveniles. "Far from being a slattern, the most faithful slave of the mending basket frequently discovers a button-hole without its attendant mate, and when least expected!" Murmurs of assent run around the circle.

"My remedy, for the moment, is the safety-pin," whispered the lady in the corner, out of reach of the President's ears.

"The natural perversity of inanimate things is shown by the missing button," answered her neighbor.

"'A stitch in time,' etc., is nowhere so practically illustrated as in the sewing on of buttons," said Mrs. Bostwick, clipping her yarn. During my early married life I found nothing more vexing than the lack of buttons on a garment just when needed. The time and trouble necessary to match and properly replace them taught me the wisdom of a most thorough filling up of the eyelets of a button. I never economize in thread. As a result of the lesson, most of our apparel reaches the rag-bag with the buttons still clinging to the tatters. They never come off unless pulled out by the roots, bringing the goods with them. Of course, it is necessary to insist upon care with the wringer, and that the underwaists, especially, are not to pass its crucible. In the first place a good foundation is needful for the button. Boys' attire, in particular, must stand a heavy strain. For 'everyday' clothes I use numbers 24 or 36 white cotton thread, doubled, and the knot (and mine is generous) comes between the goods and the button, on the right side of the frock."

"*My* plan," added Mrs. Clark, "is to slip a pin between the button and the goods, and take it out after the button is securely fastened."

"I always work button-holes with numbers 24 or 36 thread. They may not look so well before being laundered, but they wear much better, besides taking less time than do those filled by the finer cotton."

Mrs. Yates tied the last tuft within reach, and leaned back in her chair for a well-earned respite.

"You are well aware, ladies," she said, "that I do the sewing for the four little Yateses, and you know it is considerable. Unfortunately, I am an old-fashioned 'hand' sewer—an uncalled-for accomplishment in these days of many gowns and small leisure. I know I spend too much time 'finishing up' clothing, yet my conscience pricks me unless each seam is felled and every corner neatly arranged as auntie taught me."

"Dear me!" murmured another, "I can't see how you can find the time. I *never overcast* a seam on a gingham dress or a night-gown; on nothing, in short, except Sunday clothes. You may think it a dreadfully slack way, but I find the garment wears exactly as long. I make it a point to do the work well, and there is seldom a rip or a loose stitch. Unless the goods ravel easily, it is entirely unnecessary; no one looks at the rough edges after the first washing. Life is too short for useless labor."

"My little girls of nine and ten overcast all of their clothing excepting the best dresses," put in the hostess.

"May *I* contribute my latest bright idea?" ventured the Treasurer. "Perhaps it is not new to many of you. When I made high-necked aprons this winter it occurred to me to lengthen the skirts of the same and stitch them half-way up the back in order that they might serve as dresses in the summer."

"A great convenience," commented Mrs. Bostwick. "Now, who can help me in *my* present dilemma? Last season I took pains in the

selection of ginghams; but alas! they faded. Now, they are as strong as ever, but in repairing I find too great a difference in the laundered goods and the new pieces."

"Line the upper part of the aprons, leaving the lower edge loose, and you have a piece faded like the original," said one.

"*Don't let your material fade, in the first place.*" Mrs. Morrison sat placidly buttonholing the edge of the "comfortable," and looked up with a wise smile as cries of "How can we help it?" "Do give us the recipe," and so on, greeted her suggestion.

"I will give you several good rules. It is advisable to do the first washing of the new things with your own hands. Dissolve sugar of lead in water, soak the clothes, and wash. This will 'set' even the most delicate shade, but has one drawback: if the dress is soiled, it 'sets' the dirt also. So it is best to soak it in the piece before making up. No one likes to do this; but then no one likes faded, dingy dresses. Or you may dissolve 3 cents worth of saltpetre in a pail of water. Dip the article in a number of times before washing. (I believe some of these chemicals are poisonous, so be cautious if the children are about.) Besides, I have used turpentine successfully; one tablespoonful to a pail of water, and the same in the rinse water.

"Urge your laundress to get the cambrics of doubtful colors out of the water quickly, and the showiest should be hung in the shade. The French use bran in washing fine prints. In Paris, at the Bon Marché, thousands of small bags of bran are sold for this purpose. Tie a quart of bran in a thin cotton bag and boil in three or four pails of water. When cool, wash the gown in half of this, using a little good soap on dirty spots, Rinse in the rest of the bran water, then in tepid water, hang in the shade, and iron while damp. The bran also acts as a starch. Any tints that will wash at all stand this test satisfactorily."—*Mona Fargher Purdy, Michigan City, Ind.*

NURSERY PROBLEMS.

Sterilizing and Pasteurizing.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Will you kindly tell me, through your columns, what is the difference between sterilizing milk and pasteurizing it? Which is it better to do? (2) My physician says to sterilize for ten minutes. The Arnold directions say one hour. Which is correct? In your answers to correspondents I read of "insufficient sterilizing is not sterilizing at all." What does this mean?

CONSTANT READER.

(1) "Sterilizing" means the making sterile, *i. e.*, devoid of living organisms. As applied to milk which is to be used for food this can only be done by the application of heat, as any chemical added to the milk which would render the milk sterile would also render it unfit for food. Sterilization of milk by heat is usually accomplished by boiling or by subjecting the milk to the heat of steam. The Arnold sterilizer, as commonly used, makes a heat near that of boiling water. "Pasteurizing" is sterilizing at a lower temperature, say, 165 degrees Fahr. (75 degrees Celsius = 167 degrees Fahr.), or thereabouts. The degree of sterilization required is not the same in all cases, and varies according to the time the milk must be kept, etc. If milk is to be used during the twenty-four hours, and has been received in good condition, pasteurization is generally sufficient. The newer Arnold sterilizers are arranged so that by leaving off the hood a temperature of between 160 and 170 degrees Fahr. can be obtained.

(2) Your second question practically is answered above. Whether ten or sixty minutes are required depends upon circumstances. If your physician said ten minutes, he probably had good reason for setting that time. Good sweet milk may not really need

any, or but very little, heat, to make it keep the desired time. Older milk, to be kept under more trying conditions, may need long heating, *i. e.*, practically to be boiled. Every case must be settled for itself.

Night Clothing and Bed Covering.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Would you kindly advise me how to keep two boys (very active ones, even in sleep) covered at night in winter? They are four and five years of age, respectively. No pinning in will do, as they burst the strongest safety-pins, or get outside in some way. How could they be incased?

(2) Also, what do you recommend to be put on at night over a (four-months) baby's cambric slip? Are the cheesecloth wrappers good, or do they prevent the escape of exhalations from the body? You speak against cotton comfortables as a covering. Do the wrappers have the same objection? D.

(1) Our favorite way, which has the authority of much use, is to sew upon the blanket, at or near the corners, strong ribbons, to be tied down to the sides of the crib. This cannot be kicked off, and the over covers usually keep in place without tying. It is, of course, possible for a child to crawl out from beneath his cover, and nothing, probably, short of tying the child's feet, will prevent its so doing if it be so inclined. But it is assumed that in cool weather the children will have flannel sleeping suits—jacket, drawers and foot-cover all in one. These diminish the dangers from uncovering, and, in emergencies, strong tape can be fastened to the drawer legs and tied to the foot of the bed, to prevent the child from crawling out. This is not desirable, of course, but may be used as a less evil than night chilling.

(2) A flannel nightgown, considerably longer than the child, with a draw-string at the bottom if it kicks the covers off as it grows older.

A Question of Weaning.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I have taken your magazine since I have been a mother, and have found it very helpful. My little girl is ten months old. She is perfectly well, has fat, rosy cheeks, weighs 22 pounds and has six teeth. I have always nursed her and still have plenty of milk for her. Since she was five months old she has nursed every four hours. I want to wean her this fall, and do it gradually. I have thought I might give her, at 7 o'clock in the morning, wheatena and milk, slightly sweetened with sugar of milk. Do you think that would be right, or what would you advise? Then I would nurse her at 11, 3 and 7 o'clock. After a week or so of feeding her once a day I thought I might give her another meal at 3 o'clock instead of nursing then, and that might be prepared barley; or what would you suggest? I would rather not give up nursing her entirely until she has her stomach and eye teeth. I have never let her go one day without a movement of the bowels, and by training she has the movement each day at a stated time.

Newark, N. J. S. G. T.

If you mean to dilute the milk with a gruel made from wheatena and strained, it will do; but we do not know what advantage it would have over barley water or oatmeal gruel, even if so good. We should not give undiluted milk nor wheatena in the form of porridge while the child was upon the breast. Your plan of increasing the frequency of food and diminishing the nursing is good enough. You may possibly be able to give the breast partly until the first molars come, but this is doubtful. The child has six teeth at ten months. It is not probable that the other incisors will come much within the year, nor that the molars will come before fourteen months, by which time she would better be practically or entirely weaned. It would probably be better to seize the interval between the appearance of the incisors and of the molars to effect the weaning. The eye and stomach teeth probably will not come until after the child is eighteen months old. It would be of no advantage to the child, and doubtless a distinct disadvantage to it, to have the breast at that age, to say nothing of the fact that it would bring the weaning in the warm weather of next spring or summer.

Weaning and Hours of Feeding; Eczema; Sprue.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Our baby is thirteen months old and is still nursing, and not eating, nor taking anything besides. He weighs 30 pounds. I would like to know if there is anything I could give him to help me a little, as I find he wants to nurse oftener. Is that because of his teeth, or is it that the milk is not so nourishing?

(2) He has had eczema several months, and still has one or two spots left; will these go away or stay until he has finished teething? He has

eight teeth now. He seems very well, but cross at intervals.

(3) If you think it advisable to nurse him and not give him anything else, what would be the best thing to give him, when weaning time comes, to start on? Would cow's milk do any harm now with the mother's milk? I have tried bread and milk, but we have trouble to get him to take it, and have not insisted for fear it would not agree with him.

(4) How many times ought a child to be nursed in the night, and at how many hours' interval in the day? As Baby is very wakeful at night (wakes nearly every hour or two), we put him to bed about 6.30, but in three-quarters of an hour after he will wake and want to be rocked to sleep again. Is it best to let him cry and teach him to go to sleep again without having to go and rock him?

(5) These last few days he has had little white blisters in his mouth. What is the cause, and what is a good thing to give him for it?

A NEW SUBSCRIBER.

Mount Vernon, N. Y.

(1) It is rare that a child as old and as big as yours is fully satisfied by the breast alone. His frequent demands for food are probably partly due to the mouth irritation from teething and thirst which water would better allay, and partly from hunger due to needs greater than the breast now supplies.

(2) We do not know. Sometimes the eruption entirely disappears; more commonly, we think, it does not, except for short periods.

(3) Give him cow's milk—good rich milk is easily gotten in your city—with barley water or oatmeal gruel, strained, in place of some of the nursings, beginning with one food meal and increasing the number gradually until he is weaned, which ought to be as soon as the cool weather is surely come, and the heated "spells" are gone. Read in your back numbers about sterilizing the food. If you cannot procure the best of milk, sterilize this food by boiling or in some other way.

(4) A child of the age of yours should go from 6 or 7 P. M., when it is put to bed, until, say, 6 A. M. without food. In the daytime it should have food at, say, 6 and 9 A. M., 12 M., 3.30 P. M., bedtime. The question of "crying it out" ought to have been settled a year ago; you will have a harder task now. But when the child gets a good bottle of food at a meal it will not be so clamorous, and will probably sleep better.

(5) Probably the white blisters are what is popularly called sprue. Wash the mouth before and after feeding or nursing with a solution of, say, a level teaspoonful each of borax and boric acid in a tumbler of water.

Cream Food.

To the Editor of THE MOTHER'S NURSERY GUIDE:

With my first child, now a boy four years old, I used the cream food at eleven months, with perfect success. I was then a subscriber to your magazine. Since then, in moving, my copies have been lost, and with them very much of the information I now desire. My baby—seven months old, fat and apparently healthy—is trying to cut her first two teeth.

(1) Will it be in any way or degree dangerous to begin now giving her the cream food once a day, and gradually increase the amount of cream food and decrease the number of nursings a day from the breast?

(2) With my first child I simply boiled the cream mixture for one hour in a double boiler, and then added the lime water and put the mixture on ice until time for use, when it was properly warmed. Do you consider this sufficient, or shall I secure a sterilizer?

Atlanta, Ga. B. S.

(1) Probably not, if you take pains as to the perfect sweetness of the cream, and that the food mixture is sterile. Warm weather may continue with you for some time yet; as long as it does, particular care is necessary. You can increase the frequency of the food meals substituted for breast meals as the child increases in age, or as you perceive any diminution in the quantity or impairment in the quality of the natural supply.

(2) The method you employed was probably perfectly thorough for sterilizing. The only question is, how is the mixture kept sterile? You do not specify whether you put it into sterile bottles, properly stoppered, before placing it on ice, or left it in an open vessel. The latter plan often succeeds, but always is open to the objection that the mixture may become contaminated in some way, especially if the same ice-box be used for various articles of food. The stoppered bottle plan, if completely carried out, is perfectly safe. The advantage of a sterilizer over your plan is that it saves trouble in details. Everything being clean before the start, the food is, during the sterilizing, in the bottles from which it is to be used, and the danger of acci-

dental contamination in transferring the food from one vessel to another is avoided; also the trouble of a second cleaning of the bottles if anything be spilled, and various little essentials of tidiness. The sterilizer is a convenience in many ways, but the one main object of sterilizing the mixture is as thoroughly done by prolonged boiling in a double boiler as in any way.

Excessive Adenoid Growths.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Will you or some of your readers enlighten me on one point connected with "adenoid tissue" of which so much has been written in your magazine? When it is cut out does it not frequently return again? or if it does not, is there not some other serious trouble with the child within two years after the operation? I have been taught that adenoid tissue indicates a constitutional trouble, which is of course not removed by the operation, and will manifest itself in the same or a similar way later. Will some one whose child has been operated upon some time since kindly inform me upon this matter? At one time I seriously considered having an operation performed upon my own child, and am much interested in the subject. INQUIRER.

Providence, R. I.

There is some confusion in your mind. "Adenoid tissue" is a variety of connective tissue which gets its name from its forming the supporting framework of lymphatic glands. It exists in all persons, and its presence does not indicate any constitutional trouble. What you probably have in mind is that some persons, particularly those of the scrofulous peculiarity, are more liable to inflammations of the lymphatic glands and to overgrowths of adenoid tissue. If a gland or any similar overgrown mass of tissue be removed, it is not likely that the disease will return. In the experience of some men of wide observation a growth in the back of the nose (which we suppose you have specially in view) very rarely returns. Of course, the operation removes no constitutional peculiarities, and if after operation the person continued to expose himself to similar exciting causes as before, he may have new troubles, because the operation does not make him sounder than at birth. But in practice this is the case. Removal of a pharyngeal adenoid generally gets rid of that one, and of the difficulties of breathing and consequent impairment of nutrition, and to a certain degree—sometimes to a great degree—removes the catarrhal tendency.

Failure of the Mother's Milk.

To the Editor of THE MOTHER'S NURSERY GUIDE:

I am the mother of six children, the first three having been nourished from the breast, I having had then a superabundance of milk. Since the birth of the fourth I have had to feed them on the bottle, losing one babe from improper nourishment, and the fifth has had great trouble in teething. The last baby is just three weeks old, and I would like to know—

(1) Is there anything in the way of diet that I could take that would increase the flow of milk. I am very anxious to nurse her.

(2) I nurse her a little and feed her with lactated food, but it doesn't seem to digest, the actions from her bowels being curdled and dark green. As we live in a malarial climate, do you think it possible that the condition of her bowels indicates the need of liver medicine; if so, what is best?

Baxter, Ark. D.

(1) A generous diet, with a liberal amount of meat, milk and eggs (*i. e.*, the various kinds of albuminoid food) rank first in power of producing rich milk. Milk has the advantage of furnishing liquid also, and it often can be taken when the appetite for solids is not good.

(2) Probably not. The character of the movements suggests imperfect digestion and acidity of the passages.

Faulty Swallowing; Hives.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Our little boy is apparently an unusually healthy child, and had sixteen teeth before he was fourteen months old. I notice that very often when he is fed his meal of wheatlet and milk, the milk runs from his nose. Does that indicate a faulty construction of his throat and nose?

(2) If not, does it show a freedom from catarrh?

(3) What is hives, and what causes it?

(4) What will cure it?

AN APPRECIATIVE SUBSCRIBER.

Three Rivers, Mich.

(1) Not necessarily. If he can drink water without the liquid coming through the nostrils the parts are probably all right; but he may have some trick of over-filling his mouth, or of attempting to breathe, or possibly to speak, when the mouth or throat is

not free, and then the milk is pressed through the nostrils.

(2) It has no such meaning. A person with catarrh may have liquids return as well as another.

(3) "Hives" is a popular name for various things. Formerly croup was sometimes so called. Now it alludes to various skin eruptions, especially that eruption known as nettle-rash, or, technically, urticaria. It is an eruption which usually comes on suddenly, and generally does not remain long at one time. The blotches are raised above the surface like a nettle sting or an insect bite. The raised part, if not scratched, is generally pale with a rosy ring about it. After rubbing or scratching, it is more evenly red. These spots usually itch severely. The causes are numerous. Various local irritations, such as those from insects and plants before mentioned, may cause them. The commonest causes are certain deranged states of the digestive organs, and in childhood the digestion should always be suspected. It is very well known that to some people certain articles of food are practically poisonous in this respect. Some cannot touch fruits, particularly the strawberry, without immediately "breaking out." Others show the same sensitiveness to fish, to shell-fish particularly, to cheese, and to various things.

(4) The cure must depend upon the cause, but in childhood it is always in order to clear the intestinal canal of injurious undigested matter by a purge, and diminish the itching by a tepid bath with an alkali, such as washing soda, in it in moderate amount.

Sanitary Sheets, Etc.

To the Editor of THE MOTHER'S NURSERY GUIDE:

Can you kindly inform a very interested reader of your valuable magazine where I can obtain sanitary sheets and towels used during confinement?

Galveston, Tex. L. E. K.

They are sold in this city by most good druggists, and we presume that if you cannot get them at once of a good house in your own city, you could order them through such a house. The sheets are of various sizes; those about a yard square are convenient. For real comfort three are necessary, one to be used at the time of confinement, and the others afterward in turn, one used while the other is being aired. Five or six dozen napkins are about the usual number required.

Close Cutting of Hair.

To the Editor of THE MOTHER'S NURSERY GUIDE:

(1) Will allowing a child to wear a bang cause the hair to grow lower on the forehead?

(2) Will it make the hair grow thicker to have it shingled, and will clipping the ends be likely to make it grow thicker?

Thomaston, Me. E. T.

(1) Where the limit of hair-growth shall be is determined by the position of the hair follicles, not by any particular cut or fashion of wearing the hair. Hair which has been trained to fall in a certain direction may persist in growing in that way, and in this way a bang may have some influence. It will not grow lower down, but may have a greater tendency to hang lower.

(2) Only in so far as "shingling" may have a tendency to make the individual hairs thicker and coarser. There is a popular belief that all clipping, shaving, etc., has such an influence, but we have never been able to determine if it was really so.

Condensed Replies to Various Letters.

Anxious Mother, Denver, Colo.—Do not try to treat the case yourself. Go to a good surgeon in your city; let him direct the kind of truss the child should have.

An Interested Reader, Los Angeles, Cal.—We believe that it is a pure product, and therefore as suitable food as any condensed milk. The ratio of dilution must be determined experimentally. We do not know its assumed degree of concentration.

F. W.—A child cannot (practicably) be nursed through the second summer; but it can be nursed (supposing, as you say is the case, that you have abundant breast supply) until nearly or quite a year. Now that the weather is settled cool, the time for weaning is favorable. Feed milk and water, as has been advised constantly in our columns. Give first one meal a day, then two, and so on, each meal being in place of a nursing. In this way in the course of a few weeks the breast is abandoned entirely. The food should be at first two-thirds milk and one-

third water or barley-water; soon a larger proportion of milk should be given.

G. S. P., Philadelphia.—We cannot undertake to explain the merits or details of use of nursery articles unknown to us in practice, even if advertised in our pages. To express an opinion, in reply to many such questions asked us, might, if favorable, be taken as meaning more than our personal knowledge would qualify us to express, or, if unfavorable, might do an injustice to the maker of a really good article. Your question is a proper one to address to the manufacturer of the novelty which you name.

TED MADISON'S DIARY.

BY MOTHER EVE.

TED MADISON was a boy eleven years old. He had a diary given him last Christmas by some well-meaning friend, who also gave him a brief description of its use. Ted tried most conscientiously, but in vain, to "keep" it; nothing ever "took place" with him worthy of note. He ate his meals, and he went to school, one day as another. So it is not surprising that before the middle of February Ted's diary-keeping had come to an end, and the book was locked up in the safe in his father's office, awaiting more stirring times, or the fuller development of invention in its owner.

A few mornings before formally abandoning it he had said to his father's bookkeeper, Ted's cousin and friend, "To-night I am going to write in my diary-book everything the teacher says to me to-day, just every little thing; and then, to-morrow, everything, *everything*, father and mother say to me. Now, that will be something, won't it, Harry?"

Ted's bright look, as of rosy anticipation, made Harry laugh.

"Yes, you will probably have some first-class lectures preserved in ink, if you are not careful—and you will anyway, whether you are careful or not," he added, as Ted gave the door a jubilant bang behind him.

Harry had a strong affection for honest, heedless Ted, and had been impressed for some time with the immense amount of parental snubbing deemed necessary to the "bringing of him up." At home, it was "Don't! Don't!" and a steady diet of "Don't!" until Harry wondered why every ray of cheerfulness and every good-natured impulse had not been starved out of the boy's disposition. Both parents were good, were honest, were justice-loving, and were model citizens. But each was busy and full of care: Mr. Madison in acquiring wealth; Mrs. Madison, not a strong woman, battling with the infantile ailments of a pair of sickly twins. This was the situation, and Harry pondered upon it, not for the first time. He argued, that as Ted had not imposed himself upon this world, his parents should not allow other things to cheat him out of his own rightful share of good times in it. But they did.

Finally it occurred to Harry that maybe Ted himself had hit upon an excellent plan—that of putting down all his father and mother should say to him in the course of a day. Then, if some discreet accident brought it to light, and they for once saw themselves as their son was forced to see them, perhaps—but Ted would need any amount of assistance to carry it into effect. Still, upon further study, Harry thought of a way to furnish that. So, spurring Ted up to take notes during the day, he did the same himself, and the following is their combined and faithful report, copied afterward by the innocent Ted into his "diary-book," which, upon a suggestion from Harry, he carried to his father to be locked up in the safe.

That night, Harry, feeling unwell, retired early with Ted, little thinking that the diary had already accomplished, or, at least, begun, its mission.

"Myra, I have Ted's diary here," began Mr. M., interrupting his wife, who had just found her paper-knife broken (Ted's work), and who was saying that Teddie became more of a trial every day. "He has tired of it and put it in my hands for safe keeping. He seemed to be pretty hard pushed at the last for matter to put down, as you may judge by knowing that his last few pages are filled with a report of all you and I said to him yesterday."

"Said to him yesterday? I can't remember a word I spoke to the child yesterday."

"Well, we both did take time to address him several times, though whether the boy or the world is either any better for it you can decide by reading it over." The extracts were as follows:

Mother's Page.

Morning:

"Hurry up, Teddie, breakfast is nearly ready. Don't wait to be called a second time."

"Don't, don't, make so much clatter! You'll wake the babies!"

"Teddie, see your *hands!* Leave the table instantly and wash them over again."

"Don't try to explain. I know chapped hands—they can look better than that."

"Don't you know what your napkin is for?"

"Don't lean over your plate so—sit up!"

"Coffee? You never have it! Why do you ask?"

"There, there! drumming with your feet again. Every day you have to be told about that."

"What in the world do you want to take lunch to school for? One would think you would want to come home."

Noon:

"Don't try to talk when you are eating."

"Listen, and you won't have to ask over."

"Be careful."

"Don't *tell* such foolish stories."

"Sit still."

"Ted-*die!* Don't let me have to speak to you every day about doing that!" [Tipping up the sauce plate for the last spoonful of "juice."]

Night:

"Go straight back and try cleaning your shoes again."

"Here, come back! Don't leave the door ajar, *always!*"

"Do *not* whistle in the house."

"Callers are coming, so go out to play. Nora is cross to-day and won't want you with her—go out doors."

"Answer papa, don't you hear?"

"The idea of a boy of your size asking such a question!"

"Put up your book, Ted. You would never notice, I suppose, that it's bed time."

"Yes, yes. Good-night. Go on."

Father's Page.

Morning:

"Move your chair out of a person's way!"

"No, sir! Can't afford it." [Ted wanted a nickel, the usual contribution in his room at school for a class picture.]

"Forgot to unchain Carlo again, have you? Well, now, start!"

"Bring me a match, son—but, there, don't knock the house down doing it."

Noon:

"Don't interrupt a person speaking."

"Not another word about money! I want to hear the last of it. You will have to get along without a ball. It's enough to keep such a boy as you in shoes."

Night, at the Office:

"Don't touch anything on that desk! Don't go near it!"

"Sit down and keep out of the way."

"For heaven's sake, Ted, go home! I'm tired, and you are enough to worry a dead man."

At Home:

"Did you carry off my umbrella, sir?"

* * *

After a few minutes' silence, a family coun-

cil seemed to ensue. Harry, from overhead, wished most devoutly he could hear, and he did catch these fragments:

"All true." "Not an encouraging word." "A stepmother's couldn't be worse than mine." "As though he were only a nuisance." "Full of fatherly instruction, isn't it?" "Harry must have engineered it." "Not a bad boy," "Disorderly—most boys born so." "Well, by the heavens above, I'm going to turn over a new leaf!"

Then as Harry's ear caught the doleful sound of sobs, he cast one triumphant glance in the direction of snugly, peacefully slumbering Ted, and drew the bed clothes over his head.

Probably the eyes of a very near relative of Mr. and Mrs. Madison will never fall on this extract from Ted's diary; but possibly those of some very distant friends may, and as I ask myself I would like to ask them, how would we enjoy living in a Madison atmosphere or anything like it? To rise, to dine, to retire on a reprimand? To acquire notice only as a trespasser? To find ourselves in everybody's way and everybody cross about it?

But to leave the Madisons, how many of us could feel sure of enjoying a perusal of a similar report from our own Teddie, a report of some chance yesterday? Possibly it might be to our profit and peace of mind to stop and consider what view of our character, not our minister, nor our neighbors, nor our parlor callers, but our children get, from what they daily see—our dearest treasures in the world.

To be sure, theories only are perfect. Practice never is nor can be, or, at least, not until the day of perfect mothers and perfect eleven-year-olds! Dear little offending Teds are on hand with trying blunders at trying moments, and correction under the existing order of things cannot always be administered in an ideal manner. But let us at least be economical of time and strength. Let us not reiterate, day after day, to an unheeding Teddie, the same directions. But let us make our criticisms occasionally; that is, give them an intermittent character; and occasionally let us make them at a proper time, in a proper place, and in a *motherly* and *impressive* manner; for who does not prefer the table manners of the boy who tips his sauce plate to the mother who disturbs the table's serenity to then and there hold forth upon it?

THE MOTHERS' PARLIAMENT.

Text-Books for Disciplinarians.

—If your well-intentioned correspondents who are always writing about "strict obedience," "the necessity of obedience," and so on, would read Locke on "Education," which is short; or better still, Herbert Spencer on "Education" (not so short), they would get some new ideas, or at least find out what foolish ideas they really have.

It is as stupid to order a child to do anything as it is to punish him for not doing it. You know it makes you feel like a brute—unless you are one.

If you know no better, of course command and whack; but do not flatter yourself that your laziness is kindness and your selfishness wisdom, or that you love instruction when you do not even read the great books on your own subject.—*A Papa who reads* BABYHOOD.

My Ideal Nursery.

—"I see," said the architect, "you wish to plan the nursery first, and then build the rest of the house to suit that!" Certainly, that was my intention, and why should it not have been? It makes comparatively little difference to the rest of the

house where the chimneys and pipes and windows are situated, while in the nursery these things are of vital importance.

First of all, the room must be of good size, for obvious reasons. It must be in the second story, because there the air is purer and drier, the floor is warmer, and outside influences and disturbances are less penetrative than on the ground floor, while the room is more easily accessible than it would be in the third story. And it must be in the south-east corner, to insure plenty of sunshine, especially in the morning. The eastern side may have a bay or recessed window, while the southern has two ordinary windows, both provided with sash-boards for ventilating purposes. There are blinds and shades, but no curtains, in my ideal nursery.

Opposite the bay, on the western side, is the fireplace. It is recessed, with a chimney-nook on each side, arranged with low seats and cushions. It has a high fender screen in the usual position, and a gate-like arrangement before the recess, to insure small children's keeping at a respectful distance.

The walls of my nursery shall be finished with a light, cheerful paper, well covered with an unconventional design of natural-looking flowers, and having a brighter border showing a little life among the flowers—butterflies, I think. Our last nursery had a very pretty wall paper of a cream ground with morning-glories running over it, and, the tints being delicate, the effect was very satisfactory. Wall paper is not too expensive to be frequently renewed, can be kept cleaner than a rough surface of any kind, and is much more attractive than a painted wall. It is a mistake to suppose that a light paper will not wear to look as well as a dark one. On a dark paper every mark or bruise is more distinct than on a light one, while on either it is the plain surface that is to be avoided. If the ground be well covered by the figure, small damages will not be noticeable, while more obtrusive marks can be easily covered by a piece of new paper carefully matched and pasted on. If the back of the lounge and every other movable article of furniture which stands near the wall be provided with a rubber ball or a pad, and the end of each rocker furnished, as it should be, with the rubber tip sold at furniture stores for the purpose, most of the disfigurements common to nursery woodwork and walls will be avoided. These tips come in white rubber for light furniture, and in black for dark, are held in place by pretty little star-headed brass tacks, and are not obtrusive or clumsy looking. After five years' trial of them, I commend their use on every rocking chair in every part of the house, and especially on the rocking horse. The rubber caps sometimes used on the legs of chairs, to prevent noise and scratching on hard wood floors, are unsightly things. A rubber half-ball, which encloses the head of the one screw which holds it on, is now sold to take the place of the cap. Simpler yet, and equally effective, is a piece of thick felt, cut just the size of the surface it is to cover, and firmly glued into position.

The floor of the room must be so finished, either with hard-wood border or by staining, that the carpet, or rather rug, will come within only one and a half or two feet of the walls, in order that it may be readily taken up and re-laid, and both carpet and floor easily made clean and kept so. It is about the edges of a room, especially under the furniture, that dust is most prone to collect, and with a wood border its detection and removal are simple.

Yes, although there are some attendant disadvantages, my nursery has and shall have a thick wool carpet-rug. It makes the room warmer and more comfortable. If properly laid and cared for, it is by no means "a dirty thing," and by deadening sound it allows the children much more freedom of movement than is possible on a floor otherwise covered or uncovered. It should be sufficiently underlaid to make quite a pad-like thickness; should be fastened with large-headed brass tacks or rings; should be taken up regularly to be washed or steam-cleansed, and frequently to be thoroughly whipped in the open air, and should be wiped up after each sweeping with a clean cloth wrung out of hot water made strong with ammonia. I

should be protected with newspapers when needed, or with a quilt or other cloth when newspapers are insufficient guard against the operation in progress. An old red table-cloth has for a long time done duty when a drugget has been needed in our nursery, and is especially effective under the Christmas-tree to keep the candle wax from the carpet.

In such a room as I have been describing children learn to be much more careful than in one where they are allowed to spill and slop at will, and are far happier. They are allowed plenty of freedom, but no lawlessness, and so learn that true freedom is possible only under law.—*Fanny Wilder Brown, Fitchburg, Mass.*

Self-Control.

—Recently, while going from Cleveland to Buffalo, an impressive object-lesson was enacted by a mother and her children upon the consequences of want of self-control.

There were five children; the oldest, a young lady, was very pleasant-looking, and dressed in the latest style. They were all dressed fairly well. What did they do? Their actions cannot be put in words, fortunately, but those who heard the unlovely words, saw the scowls and impatience hideously personified, will not soon forget them. My attention was first attracted by the mother giving her four-year-old (I should judge) little boy an impatient jerk and a scolding because his white, much-beruffled cuffs were soiled; she looked "daggers" at the child while she spoke, and, with no gentleness in her touch, pushed the offending cuffs up his coat sleeves. Very soon the smallest child, a little boy about two years old, wanted a "nink ahter." His mother said he didn't need a drink. He nevertheless started for the water-tank, she after him; she seized him, brought him back to his seat, and with both hands thrust him into it as if she would push him through it. The little boy stiffened; the mother said she would call a policeman; would throw him out of the car window; but instead, she administered most prodigious slaps on his head and face. She had no control over her feelings, she was tired and worried, and, like a child who cries to give vent to "nervous energy," she gave expression to her irritability by jerks and scowls and blows. The children needed no admonition to take up arms against one another. Example is really the "rod of Empire," the ruling power, the governing force, and naturally there was constant warfare among these children.

It may be said that this family is too uncouth, too unrefined, to be discussed by ladies of culture. Sometimes culture and refinement are something like the finely polished veneerings, furnishing a beautiful gloss, a fine exterior, while underneath there is only common material. Some time ago, a little boy not yet two years old broke the parlor lamp by accidentally knocking it off the table. (This happened in a cultured family.) The little one was whipped, almost beaten I may say, by his mother, who was angry because the lamp was broken, and because of the unsightly spot left upon her pretty carpet by the kerosene. When the father came home, the child was again whipped severely. Of course these parents meant by punishment to prevent a second similar occurrence. An onlooker, however, could not help thinking that these whippings were really the method of expending this same "nervous energy" which leads the child to cry "for no reason"; which led the mother in the cars to scold and jerk and slap.

It is here that self-control is needed—oh, how much!—between parents and children, for these every-day incidents are not ephemeral; on the contrary, they become a part of the warp and woof of the character of those who are growing up to fill places of importance and trust. When through the country appear riots, strikes and discontent, who thinks of the little "incidents" which occurred in the nursery? Who thinks of the impatient words, jerks, shakings that children have received at the hands of parents, who were unable to control themselves under trivial provocation? Self-control is an essential to wise government in the home. Words uttered once will

not be unsaid; blows administered will leave a scar. In the great school of humanity children stand, as it were, like grades of what the parents' work has been; of what the parents are, indeed, in culture, in morality, in character.

The effect is sure to follow the cause, and being screened by four walls from the neighbors' eyes is not security against the oncoming effect in after years. It is no exaggeration to say, "the hand that rocks the cradle rules the world."

On the other hand, what a power one holds who is able to rise above passionate outbursts, who can be noble under trying circumstances, who can guide instead of drive the little ones who are dependent upon him, not alone for daily bread, but for nobility of character which will serve as armor in the battle of life.—*Mrs. W. A. Kellerman, Columbus, O.*

The Needle in the Nursery.

—As a descendant of Eve, every little girl possesses some natural taste and talent for sewing. Yet many a time a wrong start works permanent damage to her interest in a most useful and engaging occupation.

If the bit put into the mouth of the colt inflames his jaws, if his check-rein is too tight, if saddle and harness mean to him galling and pain, his master need not expect that the animal will answer his call at the pasture bars and run to be equipped for service. So the little daughter who is not to "hate sewing" should be provided with a comfortable outfit.

Totty's first needle is commonly a pin, the primitive form. A little implement of wood having in place of an eye a knob to hold the thread which is tied around it is still employed in some of the South Sea Islands. Lieutenant Peary and his brave wife have told us what were the raptures of a tribe of Greenlanders at their first sight of the needles of civilization—one man promptly offering his wife and children in exchange for half a dozen.

By and by our little one will discover a fraud and will demand the improved article that she can pull through the cloth. Her next term of practice will probably be with a small darning needle, or carpet needle with blunted point, and on such materials as mosquito netting and the coarsest of lace. Under proper guidance some valuable lessons in running and in adapting colors will be learned with delight. A wee friend of mine has suddenly seen the weak point in her needle through its refusal to enter the emery ball, "like mamma's."

By all means have the incipient needlewoman provided with a basket, or light box, for holding the few simple articles needed in her play-work. She should be early taught to fold her goods for putting away, to keep her threads closely wound, and to let no speck of dust appear on either box or contents. It should be her habit to come to her task with spotlessly clean hands.

Some fine day sees the slender thimble-finger adorned with its symbol of serviceableness. On this little instrument great things depend. Its material may be brass; its shape and fit, however, must be pure golden. To insure this it should be specially selected, and, as young fingers are given to growing, attention to the article from time to time will be necessary. Neglect in this and kindred matters is a sufficient cause for tears, discouragement and aversion, which are apt to be misinterpreted and to meet with no sympathy.

Distracting imitations of garments will doubtless mark this period, if not an earlier. Had the doll no other mission than to help forward little sewers for the love of making clothes which are her own in miniature, it would still be a boon to womankind. Happy childhood knows no happier, and certainly no more useful, hours than those passed beside a careful mother, learning the use of the needle, with illustrations in aprons and frocks of doll size, and the quilts and curtains of a doll house. It is better to discontinue the lesson at once when signs of weariness appear. The exchange among themselves of beginners' bits of handiwork as birthday and holiday gifts is to be en-

couraged, both as an incentive to effort and its reward.

It is a truth worthy of acceptance that the pleasure and progress of the sewing pupil are substantially one and inseparable. Her stock of equipments should be abreast of her acquirements, or even in advance of these. A well-appointed work-basket takes the place of the slight affair that sufficed for the day of small things. Starting with pin and needle cushions, it is lined with pockets and compartments for scissors, thimble, thread and other things, so arranged in every particular as to invite neatness, order and economy. It is likewise made pretty with ribbon and lace, however inexpensive in quality, for daintiness commends to careful treatment, while cultivating fine taste in a child.

For the good condition and reasonable preservation of these articles a girl is to be held responsible. It follows, as matter of justice, that they are to be considered her exclusive property. She should know that her work-basket is subject to official inspection at any time, and she has a right to feel secure against raids from those who may happen to want scissors and silks, or who may be afflicted with an idle curiosity.

A final word calls attention to the young sewer's chair. One adapted to the need will be rather low, to permit the feet to rest easily, yet so high as not to cramp the figure and induce stooping and round shoulders. An unhealthy position will make any employment unhealthy.—*Lavinia S. Goodwin, Boston.*

KINDERGARTEN-AT-HOME STORIES.

Other Homes Than Ours.

(*Continued.*)

"TOM, will you take me to see some more of your bird friends this afternoon?"

"I thought Mollie was expecting you to come over and help build the playhouse in the garden."

"Yes, I suppose she is; but—perhaps she won't care."

"And perhaps she will, Dollie. Now, I'll tell you what we'll do. I will drive you over to Mollie's on my way to town, and as we come home we will make our calls. You know you are much more likely to find people at home after 4 o'clock."

"Well, is the house all built?" asked Tom, as he helped Dollie into the buckboard and tucked the robe around her for the homeward drive.

"We didn't build it after all. I told Mollie about the good time we had yesterday and she wanted to make the nests instead. The rabbit's nest was easy enough, it was so big, and we made one that looked something like the song sparrow's, but oh, the oriole's was so hard! And when it was made we could not hang it up; the straws would break and let it fall from the bough. How do you suppose the oriole manages, Tom?"

"Perhaps he calls a big hawk and says: 'Please balance my house on your back while I make it fast to the tree.' But, Dollie, you didn't really suppose that the oriole built his house and then hung it, did you? He starts the other way—makes the hanging cords and builds down. Here we are in the old meadow road. Now look carefully out of your side of the carriage, and you will see the red-winged blackbird's nest. Ah! there he is himself, with his black dress and scarlet and yellow shoulder-straps. Doesn't he look like an army officer? But although he is so grand, his house is not neat like an officer's quarters. Now you can see it—that big loosely built nest in the bullrushes, with the four blue and brown eggs inside."

"It rather reminds me," said Dollie, "of a little girl I know who loves to wear new ribbons and neckties and always leaves the old ones on the bureau or the floor."

"And yet," said Tom, "in spite of his untidiness, the redwing is a great favorite of mine. He is such a jolly good-tempered bird; and that little girl, if we can happen to be thinking of the same one, Dollie, is one of the nicest little sisters a boy ever had. And perhaps the girl may grow neater, though I doubt if the bird ever will."

"What's that funny bird, Tom, laughing away to himself? And oh, look! isn't he queer with a white back and black breast!"

"That's a bobolink, 'Robert o' Lincoln' they call him. There's an old story about how he came to be dressed that way: A long time ago the birds all looked alike, very much as the sparrows do now, and they began to wish for a difference; so the big birds said they would choose what the smaller ones should wear. But no one was satisfied, so the owl, who is very wise, said, 'Let us call a meeting, and each bird can come in the colors he likes best; and whatever he chooses, that color he must always wear.' The bluebird, when he heard the news, said, 'Well, I shall wear a blue coat and a red vest; and the yellow bird said, 'I shall be dressed altogether in buff.' 'Then you will look like clowns at a circus,' said the crested flycatcher. 'Now, *I* shall be dressed like a gentleman, in a brown coat and a white waistcoat.' 'A gentleman, when he wishes to do honor to his friends,' put in the bobolink, 'always wears a black coat and a white shirt-front; so that is what I shall choose.' Then the birds flew off to their homes to get ready. But the bobolink had so many calls to make and got so excited over telling his wife the news that he heard old Mr. Crow opening the meeting before he had set to work; and then he had to hurry, hurry, hurry, lest he should be too late, and always have to wear the homely brown he disliked so much. On his way he crossed a brook, and looking down at his reflection saw that he had put on his dress-suit back to the front; and it looked so ridiculous that he burst into a rollicking laugh. When he saw all the other birds in their fine plumage, however, he felt rather mortified, and became still more so when Mr. Owl stopped in front of him, and solemnly said: 'Robert o' Lincoln, you have been very careless, and are quite a disgrace to our tribe, for now you will always have to wear the suit you have chosen.' The bobolink looked so ashamed that the owl took pity on him and said: 'If you wish it, you may wear your brown suit in the autumn and winter.' So in the springtime the bobolink wears his funny dress suit, and, every time he sees his reflection, breaks out into his jolly laugh; but in the autumn he is called the reed-bird, and as his sober brown dress never amuses him, we only hear him chirping."

"The story has been so long," said Tom, "that here we are at Farmer Day's orchard. Now we will tie up the horse to the fence, and go to see the great crested flycatcher's nest. He builds like a bluebird, in a hole in a tree, and you can always tell his home because of the sign on the door. Every spring the snakes wriggle out of their skins and go off in their fine new ones that have formed underneath. Then Mr. Flycatcher comes along, finds a skin, carries it off to his home, and puts it into the nest. I believe he thinks that if any snake comes along who wants to eat up his children—for snakes will eat eggs, you know, Dollie—he will see the skin and say: 'Oh! Mr. Flycatcher is a great warrior; he has killed my brother and used his skin to line the walls of his house; I had better hurry away.' And there, Dollie, are a pair of warblers, those tiny green and yellow birds, not much bigger than a wren. How they scold! I believe we must be near their home; let's look around."

Tom and Dollie hunted, and Mr. and Mrs. Warbler flew around and scolded, till Dollie exclaimed: "Oh, Tom! here, in the middle of this clump of ferns, such a tiny nest, like an afternoon-tea cup, and with the smallest birds inside. Three of them no bigger than the nail on my little finger, and all mouth; and two eggs, one a white one and the other much larger and speckled."

"I think, Dollie, we must not stay, for we

are frightening off the parent birds, and the little ones are hungry. That egg must be a cowbird's. A cowbird is black, and about as big as a bobolink, and she never will build for herself, but always lays her eggs in another bird's nest, and then lets the other bird bring up her little ones."

"What a horrid mother, Tom! Let us go and see a kind bird next."

"Next, Dollie, you must listen to that peculiar noise, half a buzz and half a croak. That is Mr. Treetoad who is telling us, as plainly as he can, that in his opinion a shower is not very far off. And over there in the wood you can hear a quail calling, 'Bob White, Bob White.' You know how your kindergarten song goes:

'Oh, Robert White, 'twill rain to-night,
More wet, more wet, Bob White, Bob White.'

"So jump into the carriage, Dollie, and we will heed such good advice, and avoid a wetting by getting home as fast as we can."

MARGARET JACKSON.

The Frog and the Sparrow.

A LITTLE brook went gurgling and singing through the cool green woods on its way to the great river. Always it sang in the same musical way, as it flowed along, gliding more softly where the trees hid the sun from its view, then sparkling with joy when a bright beam shed its rays upon it, causing the little stream to glow with as many bright colors as a beautiful diamond.

On the banks of this pretty brook dwelt a great green frog. He found it a very pleasant place to live in, surrounded by long grasses and bright flowers. Every day he would dive into the stream with a loud croak, and, swimming about, would dart out his long narrow tongue and swallow some little bug or insect flying over the water.

One very warm day in the springtime, as he sat on a large stone in the sun, lazily watching the fishes swim about, he heard the "chip-chip" of a little sparrow flitting here and there among the trees. He looked very closely at a large oak spreading its branches over the brook, and saw hidden among the green leaves a little nest with four tiny sparrows in it.

The old frog began to hope he should have a young sparrow for dinner before very many days had passed. But the mother sparrow had seen his great eyes looking up at her little birds, and immediately chirped a warning to them, saying: "A great green frog lives right beneath the tree, and is waiting to eat you, if you fall from the nest."

The four little sparrows were very much frightened, and kept quite still for a while. Then one of them, who was larger and stronger than his brothers and sister, began to move about and push the others, saying he had not room enough. "Keep still," they all chirped, "you will tip over the nest, and we shall drown." But no! the naughty sparrow would not keep still, and stirred about noisily. At last he said, "I am going to learn how to fly. My wings are strong enough, and I am tired of staying in a nest without room enough to move in."

The other little sparrows, in much alarm, tried to persuade him to stay quietly with them, but he would not listen to their good advice. Hopping to the edge of the nest, he looked over. "I do not see anything to be afraid of," he chirped. "I am going to fly across the brook and back again." He spread his wings as he had seen his mother do, and started bravely out. Happening to look down before he had flown very far, he saw the frog watching him with hungry eyes. It frightened him so that he could hardly use his wings. The frog suddenly leaped high in the air and caught him by the leg; but after a little struggle he escaped just as the frog was ready to pull him under the water.

All the little sparrows chirped and cried so loudly at this mishap that the mother bird came flying back to see what was the matter. She saw at once what had happened to the foolish little bird. But she was very glad he was safe, and she helped him get back to the nest. He knew if he had only been contented to wait patiently a little longer, he might have been rocking and swinging in his leafy home by the brook, instead of having such a

dreadful fright, and causing all of his family such pain and anxiety. M. G. K.

Marion's Thanksgiving Fairies.

LITTLE MARION SACKETT was six years old Thanksgiving Day, and her mamma had sent out six dainty notes, inviting six of Marion's little friends to a birthday lunch at 2 o'clock that afternoon. So that Thanksgiving birthday morning Marion sat at church between her papa and mamma, with her dear little head quite filled with the proposed party and hardly a thought of what the clergyman was saying to her from his desk.

When sermon time came, Marion sat watching the bright sunbeams shining through the colored-glass windows, and at last heard the rector say, "Be ye thankful."

"He is not talking to little girls," thought Marion, "for they have nothing to be thankful for," and, as her soft silk bonnet came up just high enough on the pews to lean back comfortably, she was very soon fast asleep.

Slowly the slanting sunbeams changed into a rainbow staircase, filled with beautiful fairies, each wearing a golden crown, on which was written "Be ye thankful." They seemed to be sent from fairyland to whisper something to the people at church. Very soon Marion saw a dainty elf, in a shining yellow robe, standing near her, and by its side one covered in a silver-gray veil of mist, and she knew they must be fairies of the sunshine and the rain. Then their sweet voices told her of all that the kind sun and rain did for her; how they helped the trees and flowers and grasses to grow, and gave her warmth and light and food. When Marion found that she could not live if the Great Gardener did not send the sun and rain, she murmured, "Oh, I see, now, little children may be thankful for the sunshine and raindrops." But before the sermon ended, the sweet Thanksgiving fairies had reminded her of all her dear papa and mamma were doing for her day by day, and of so many, many blessings more that she eagerly asked, "What can I do to show how very thankful I am growing, now that I really understand what Thanksgiving Day means?"

Then the organ began to play, and Marion suddenly awoke; rubbing her sleepy eyes, she saw that the fairy stairway had all vanished, but remembered well all the kind fairies had said.

In the next pew sat a little girl who was very poorly dressed. All at once, while the congregation was singing the closing hymn, Marion thought, "I know the *very* way I can show those fairies how very glad I am." So, before the service was fairly done, she whispered to her mother, "Can't I ask the poor little girl with the sweet face home to our party?" "Yes, if you wish," her mamma answered, and smiled, she was so glad that her little girl was growing thoughtful of the happiness of others.

All the way home Marion held the hand of the little girl, whose mother was away all day working at the mill. Not long after they all reached Marion's room, the little stranger, whose name was Clara, was dressed in a clean white dress that Marion used to wear, and soon seemed the happiest guest at the birthday lunch.

When Clara's tired mamma returned from her work that night, she found a great basket well filled with the things she most needed, and her happy little girl waiting to tell her of her new friends and the strange story Marion had related of the Thanksgiving fairies.

SOPHIA S. BIXBY.

CURRENT TOPICS.

English in the Kindergarten.

IN the kindergarten the children are led in their work and play to observe carefully, to compare, to classify; clear expression of thought in the use of material things is desired and secured.

But are we not quite as responsible for the use of language, the more spiritual material by which thought expresses itself? Are there no echoes of words incorrectly used, lurking in our kindergartens? We are but mortals, and fallible, but a kindergartner cannot live without a lofty ideal; if she does not strive toward it, it falls upon her to her destruction.

We should have our own *Index Expurgatorius* in which to place all offenders against the purity of the English tongue. It is honorable to be Puritans in such a cause. Of course, under the head "Incorrect use" we should place: "Now, any one may do what they please." "Ain't you most ready, Johnnie?" "The pictures are for you and I." "The flowers smell sweetly." "The snow looks beautifully." "Go right off." "Fix your work." "I guess you will do this." "We have lots of beads."

Under "Words carelessly used": "The weather is perfectly elegant." "Tommy is awfully good." "Ellen Maria is tremendously cunning."

Under "Grand words" instead of simple ones: "Commence your story." "Commence to button your coat." "I have got your cap," when simple possession only is meant.

Under "Foolish and extravagant exclamations": "Mercy!" "Goodness me!" "Say!" "Gracious!" etc.

Pronunciation may well have a large share of attention. The vowels, on the lips of a good speaker, ring like silver bells, and the consonants add to the resonance of the tone. Let us put a black mark against "Merrerlee," "Joyfullee," "Siluntly," "Quiutly," "Noo" and "Doo" for "New" and "Dew," "Runnin'," "Playin'," "Singin'," etc.

In the choice of songs and games for kindergarten use, we have a chance to select or reject, according to a standard of good English and honest rhyme.

We are helping every day to form habits of speaking the English language correctly, or incorrectly, and upon this foundation will rest the art of writing it, at a later period. No one wishes to "talk like a book." There is sometimes a painful trimming of language, which leaves it as formal and unnatural as the cropped and mutilated evergreens, supposed to be ornamental in landscape gardening.

The use of our English idioms gives a relish to speech, while pedantic formalism robs it of energy; but there is a distinction to be made between a slang phrase and an idiomatic expression. We sometimes find "a small thought in big words," but when we meet a big thought we are generally struck by its simple, strong embodiment in words, through which the thought shines. The ages have brought down to us in words "fossil history and fossil poetry." Just as we break open the rough geode and find within it the sparkling crystals, so when we break open the strong word form we find the crystallized thought of the past at its center.

We may lead the child every day to build with words as well as with cubes; we may help him while he makes the external world his own possession, works it over in his mind, re-creates it in his thought, to reproduce it, not only with skillful fingers in crude material, but to form with language a strong characteristic and more spiritual dwelling for his thought, into which others may enter, and see the builder there, at home with Nature and his kind, with himself and his mother-tongue.

Language in kindergarten is surely meant

to be a handmaiden waiting upon physical, mental and spiritual activities, never officious, never excessive, but simply and faithfully uttering or "*outering*" the inner life. We have the privilege of helping in this growth of language. We may, as we "live with our children," give them as models living words that shall be "like apples of gold in pictures of silver." In this Eastern imagery we see golden apricots with their shining leaves, in baskets of silver filigree; a fair and satisfying picture to the eye, as well as an appeal to the sense of taste. So our words, well chosen and fitly used, please and satisfy the ear, while they inform and feed the mind.—*Mary J. Garland, in The Kindergarten Magazine.*

The New York Board of Health's Method of Discriminating Between True and False Diphtheria.

THE Board of Health decided some time ago to increase its facilities for the bacteriological diagnosis of cases of suspected diphtheria, and, further, to place such facilities at the service of all physicians in this city. Besides the prospect of gaining a better knowledge of the disease, there was an immediate practical benefit to be obtained. A considerable proportion of suspected cases are not true diphtheria, but are of a less serious character, and have become known as false diphtheria. In the former the mortality is high and the danger of infection very great; whereas, the contrary is true of the latter. It is often difficult or impossible to distinguish the two forms of the disease without the aid of a bacteriological examination. This can be made in a few hours. Herman M. Biggs, Chief Inspector of the Division of Pathology, Bacteriology and Disinfection, has submitted to President Wilson of the Health Board a report upon what has been accomplished thus far.

In May last the Board appointed Dr. William Hallock Bacteriological Diagnostician for the department. Since May 6th he has been making examinations, as to the result of which the report says:

"Of the 431 cases thus far examined about one-third proved to be false diphtheria. This is a smaller proportion than exists during the winter and spring months, when, as experiments have shown, fully one-half the cases admitted to the Willard Parker Hospital are false. There is probably a still larger percentage in cases reported to the department by physicians."

Arrangements have been made with a number of druggists in this city to keep on hand a supply of culture tubes furnished by the department. These tubes are furnished without charge to physicians who desire to make inoculations themselves in suspected cases. After inoculation the tubes are returned to the station from which they were obtained, and are collected by the department collector. A report of the examination is forwarded the following morning to the physician. Department inspectors will make the inoculation when physicians request it.

The new work has been welcomed by the medical profession with enthusiastic approval. A large number of inquiries have been received from sanitary officers in other cities concerning the methods employed, and already there are indications that the system will be taken up and followed in other cities in this country and Europe.—*New York Sun.*

In Readiness for an Emergency.

FOR years I have never slept without seeing that a couple of silk handkerchiefs hung near my toilet stand, and that the bowl was half full of water. When I was a young woman, not out of my teens, I was in a hotel which took fire. I should have suffocated if my uncle, with whom I was traveling, had not thrown a wet silk handkerchief over my face. Thus protected, I followed him through the hall filled with choking smoke, and down the stairs to safety.

I have taught the practice to my children, and it has become a habit with us all. You want good big ones, and they must be wetted thoroughly; then you may, if forced to do so, endure the thickest smoke for a considerable time.—*The Helper.*

THE

MOTHER'S Nursery Guide

BABYHOOD.

me IX. Number 97.

CONTENTS FOR DECEMBER, 1892.

USE AND ABUSE OF CLOTHING, ... 1

SOME DISEASES OF THE NOSE WHICH OCCUR IN EARLY CHILDHOOD, . *George C. Stout, M.D.*, . . . 6

MILK AND ITS ADAPTATION TO THE INFANT ORGANIZATION, . . . *Graham Lusk, Ph.D.*, . . . 8

FALLACIES CONCERNING THE USE OF EYE-GLASSES, ... *Sara A. Kime, M.D.*, . . 10

PERSONAL EXPERIENCES IN THE HOME TRAINING OF YOUNG CHILDREN—III, ... *Philip G. Hubert, Jr.*, . . . 12

NURSERY PROBLEMS:

Queries on Sundry Topics, 15—A Late Morning Bath, 17—Lacto-Preparata; a Food Recipe, 17—Contamination of Well Water by Disinfectants, 18—Too Sudden Weaning, I, II, 18-19—Variety in Food, 19—Lime Water in Sterilized Milk, 19.

EARLY LESSONS IN KINDNESS OR CRUELTY, ... *A. D. Fogg*, ... 20

KINDERGARTEN-AT-HOME STORIES:

The Leaves' Tea-Party, 23—Teddie's Lesson, 24—Fanny and the Rain, 25.

THE MOTHERS' PARLIAMENT:

A Tale of Two Domiciles, 26—One Way to Crack that Nut, 28—The Earliest Recollections, 29—The Genesis of the Tobacco Habit, 29—Busy Bees, 30.

NURSERY LITERATURE:

Books for Children under Six or Eight Years, 31—Books for Older Children, 33—Books about Children, and Books for Mothers, 36—Publishers' Addresses, 36.

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CONTENTS FOR JANUARY, 1893.

SOME COMMON SPEECH DEFECTS IN CHILDREN, ... *Joseph Collins, M.D.*, . . . 37

THE CARE OF THE CHILD'S SCALP AND HAIR, ... *George Thomas Jackson, M.D.*, . 42

CAN WE FORECAST THE MENTAL AND BODILY FACULTIES OF A CHILD, ... *Elizabeth Stow Brown, M.D.*, . 46

BABY'S WARDROBE:

Fitting the Winter Coat, 49—Lengthening Dresses, 50—Keeping the Baby Warm at Night without Bed-clothes, 50—A Cleanly Baby without Disagreeable Work, 50—Two Recent Improvements, 51—Indoor Aprons, 51—A Plea for Silk Robes, 52—Another Recruit, 53.

KINDERGARTEN-AT-HOME STORIES:

Johnnie's Earnings, 53—The Naughty Black Kitten, 55—The Christmas Fairy, 56.

THE MOTHERS' PARLIAMENT:

Music in the Home, 57—Baby's Language, 58—A Unique Experience, 58—The Minister's Baby, 59—An Operation for Adenoid Growth, 61.

NURSERY PROBLEMS:

Antipathy to Solid Food, 61—Possible Causes of a Rash, 62—Furs; Walks in Snow-time, 63—Dancing Lessons, 63—Dietary Dilemmas of Ten Months, 63—Mixed Diet at One Year, 64—Condensed Replies to Various Letters, 65.

CURRENT TOPICS:

Good Work by the Chicago Health Department, 66—Girl Children in China, 66—Original Compositions, 67—Absence of Real Children in Literature, 67—Hasty Judgments, 68—At Meal Time, 68.

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VOL IX. BABYHOOD NO 99.

CONTENTS FOR FEBRUARY, 1893.

BABY'S FIRST MONTH, . . . *Maria M. Vinton, A.M., M.D.,* . 69
PRIVATE INTERESTS AND PUBLIC DUTY IN GUARDING THE MILK SUPPLY. . . . . *Leroy M. Yale, M.D.,* . . . 72
FEVER, ... *William B. Canfield, M.D.,* . . 74
SUPPLEMENTARY SCHOOL WORK IN THE HOME, ... *Mrs. W. A. Kellerman,* . . . 77
THE MORAL INSTRUCTION OF CHILDREN, ... 79
KINDERGARTEN-AT-HOME STORIES:
Carl's Temptation, 82—Traps, 83—Annie's New Shoes, 83.
THE MOTHERS' PARLIAMENT:
Ruth's Way, 85—Studies of Child Life, 86—An Experience with the Unfortunate, 86—Make the Nursery Beautiful, 88—Household Assistance, 89.
NOTES ON THE DEVELOPMENT OF A CHILD'S LANGUAGE, . *Margaret Andrews Allen,* . . 90
A PLEA FOR CITY CHILDREN, . *Resurgam,* 92
NURSERY PROBLEMS:
Perspiring Head; Food at Nineteen Months, 96—Cod Liver Oil and Hypophosphites; Bathing a Preventive of Colds, 96—Constipation and Delayed Teething, 97—Styes, 98—Variation of Diet, 98—Tendency to Bronchitis, 99.
NURSERY LITERATURE:
Recent Books for Home Instruction, 99.

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THE MOTHER'S NURSERY·GUIDE

VOL IX. BABYHOOD

Plum Im C P MD 231 Nov 93
63 Marlboro St
100

CONTENTS FOR MARCH, 1893.

FRESH AIR FOR "WINTER BABIES," *L. Emmett Holt, M.D.*, . . . 101
HYSTERIA IN CHILDREN, . . *Sara A. Kime, M.D.*, . . . 103
THE CAUSES OF RACHITIS, . . *J. Lewis Smith, M.D.*, . . . 107
A NEGLECTED FACTOR IN EDUCATION, ... *Louis Heilprin*, ... 110
THE EDUCATIONAL VALUE OF KINDERGARTEN STORIES, . . *Mary Clark Spaulding*, . . 115

THE MOTHERS' PARLIAMENT:

Music and Books, 117—Early Home Influences, 118—Pandemonium for Poets, 119—Financiering, 120—Contrasts, 120—A Protest, 120—Sweets to the Sweet, 121.

KINDERGARTEN-AT-HOME STORIES:

What Became of the Acorns, 121—The Little Lambs, 123—The Little Shoemaker, 124.

NURSERY PROBLEMS:

Various Points of Nursery Regimen, 124—Use and Abuse of the Tricycle, 126—Relief for Swollen Gums, 127—Gradual Weaning, 127—Circumcision, 127—Heating Food at Night, 128.

CURRENT TOPICS:

Lack of Popular Interest in the Quality of Public School Instruction, 129—Nursery Economics, 130—Recognizing a Child's Individuality, 131—Boys' Thoughtless Cruelty, 132.

For subscription terms, etc., see advertising page X.

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VOL IX. BABYHOOD NO 101.

Putnam C P MD 337 Nov 63 Marlboro St 93

CONTENTS FOR APRIL, 1893.

SLEEP AND ITS DISTURBANCES IN CHILDREN, ... *Joseph Collins, M.D.*, . . . 133

WILL HE OUTGROW IT? . . . *V. P. Gibney, M.D.*, . . . 137

PRACTICAL HINTS REGARDING THE ADMINISTRATION OF MEDICINES OR APPLICATION OF REMEDIES, ... *Leroy M. Yale, M.D.*, . . . 139

A NEGLECTED FACTOR IN EDUCATION—II., ... *Louis Heilprin*, ... 143

THE MOTHERS' PARLIAMENT:

Tact in Dealing with Idiosyncrasies, 147—The Beginnings of Self-Consciousness, 148—Household Assistance, 148—A Plea for Let-alone-ativeness, 149—Teaching Truthfulness, 150—Unpardonable Habits of Haste, 151—Contribution to the Art Gallery, 152.

NURSERY PROBLEMS:

Rubber-Soled Shoes; Night Wear; An "Ideal Diet," 152—Eyes Affected by a Draft; Patches on the Tongue, 154—Flexibility in Discipline During Illness, 155—Constipation, 156—Rough Cheeks; Effects of Nursing upon the Mother, 156.

KINDERGARTEN-AT-HOME STORIES:

Mr. Hop-Toad's New Coat, 157—Mr. Creepmouse's Journey, 158—The Cork Tree, 158—A Family of Field-Mice, 159.

CURRENT TOPICS:

Breath Gymnastics, 160—How to Go to Bed, 160—Courtesy at Home, 161—Health is Wealth, 161—Arsenic in the Home and School, 161—Teach the Child a Song, 162—Responsibility of the State in Health Matters, 162—Absorption of Odors by Milk, 163—Kerosene Oil Stoves, 163—A Woman's Dress, 164.

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THE MOTHER'S NURSERY·GUIDE

VOL IX. BABYHOOD NO 102.

CONTENTS FOR MAY, 1893.

MOUTH-BREATHING OF CHILDHOOD: ITS CAUSE AND RESULTS, ... *David Warman, M.D.*, . . 165

DOMESTIC DOCTORING AND ITS ABUSES, ... *Halsey L. Wood, M.D.*, . . 169

WAKEFULNESS IN CHILDREN, . *Joseph Collins, M.D.*, ... 171

A NEGLECTED FACTOR IN EDUCATION—III., ... *Louis Heilprin*, ... 174

FOR SPRING AND SUMMER WEAR, ... 178

LITTLE LESSONS IN NUMBER, . *Julia E. Peck*, ... 181

THE MOTHERS' PARLIAMENT:
A Talk with Expectant Mothers, 183—Fault-Finding, 185—Walks with the Children, 186—Birds of a Feather, 186—Experience in Traveling, 187.

NURSERY PROBLEMS.
Weaning before Hot Weather, 188—Colic and Patent Medicines, 188—Slow Eating, 189—Strengthening the Nipples, 189—Winter and Summer Underwear, 189—Catarrh of the Bowels; Averages in Weight, 189—Supplementary Feeding, 190—Unsatisfactory Sterilization, 190—Nævus, 191.

CURRENT TOPICS
A Card from Dr. Ashmead, 192—Early Lessons in Gossip, 193—School Diseases, 193—Use of an Institution for Children, 194—American Hurry, 195—The English View of the Servant Question, 196.

For subscription terms, etc., see advertising page X.

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THE MOTHER'S NURSERY·GUIDE

VOL IX. BABYHOOD NO 103.

CONTENTS FOR JUNE, 1893.

DISEASES WHICH RECUR AND THOSE WHICH DO NOT; IMMUNITY AND PROTECTION FROM DISEASE, ... *Wm. Buckingham Canfield, M.D.*, 197

THE ADVANTAGES OF A SIMPLE YET VARIED DIET, ... *William H. Flint, M.D.*, . . 200

SOME POINTS FOR THE SUMMER, *C. B. Meding, M.D.*, . . . 202

CURRENT ISSUES IN OUR NURSERY, ... *Mrs. J. H. Grove*, . . . 204

KINDERGARTEN-AT-HOME STORIES:
The Helpful Fairies, 207—The Three Water-Drops, 208—Story of Pussy Willow, 209.

EXAGGERATING CHILDREN'S FAULTS, ... *Virginia Yeaman Remnitz*, . 210

A NEGLECTED FACTOR IN EDUCATION—IV., ... *Louis Heilprin*, . . . 212

THE MOTHERS' PARLIAMENT:
A Plea for Patience, 215—A Mother's Suggestions, 216—The Monthly Nurse, 217—Music Books, 218—Outings for City Children, 218.

WHEN? . . . . . *Nellie La Rue Brown*, . . . 219

NURSERY PROBLEMS:
Discharges from the Ear, 219—Susceptibility to Contagion, 220—Care of the Nipples, 220—The Regimen of Two Years, 221—Imperfect Sterilization; Sulphur for Disinfection, 221—Early Tooth-Decay, 222—Pasteurization, 222—Summer Sanitariums, 223—Evils of Early Mixed Feeding, 224—Condensed Reply, 224.

CURRENT TOPICS:
Headache as a Symptom of Over-Study, 225—Relative Healthfulness of Children According to Age of Parents, 225—Danger, 226—Manual Training in the Schools, 227—Aids to Quiet Temper, 228—Unselfishness, 228—The Danger from Matches, 228.

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VOL IX. BABYHOOD NO 104.

CONTENTS FOR JULY, 1893.

WHEN AND WHY THE BABY SHOULD HAVE A DRINK OF WATER, ... *Charles G. Kerley, M.D.*, . . 229

A TROUBLESOME HABIT, ... *Joseph B. Bissell, M.D.*, . . 230

NURSERY SUPERSTITIONS, . . . *Halsey L. Wood, M.D.*, . . 233

A NEGLECTED FACTOR IN EDUCATION—V, ... *Louis Heilprin*, ... 236

NURSERY HELPS AND NOVELTIES:
The Baby Carriage and Its Belongings, 239—A Refuge for Wandering Tots, 241—Safety Combination Straps, 241—Substitute for the Nursery Chair, 242—A Substitute for Rubber Bibs, 242—"Poison!" 242.

THE MOTHERS' PARLIAMENT:
Only a Litter, 244—The Old Bad Habits, 244—Difficult Questions and Truthful Answers, 245—The Paternal Instinct and Calling, 246—"Mirror Writing," 247.

THE TRAINING OF CHILDREN NINETY YEARS AGO—I, ... 248

NURSERY PROBLEMS:
Unsettled Habits of Sleep, 251—Short Clothes; Aching Gums, 252—Height and Weight, 252—Faulty Growth of Hair, 253—Whipped Cream, 253—Variations of Food under Two Years, 253—The Baby's First Month, 254—Pasteurization; Kindergarten Aids, 254—Baby Shoes; Summer Night-Wear, 254.

NURSERY REVERIES, ... *Robert Loveman*, ... 255

KINDERGARTEN-AT-HOME STORIES:
The Happy Family, 255—Marbles, 256—Two Little Mice, 257.

CURRENT TOPICS:
Domestic Service, 258—The Small Boy, 259—Ancient Cradles, 260

For subscription terms, etc., see advertising page II.

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VOL IX. BABYHOOD NO 105.

CONTENTS FOR AUGUST, 1893.

THE DANGEROUS SEQUELS OF ERUPTIVE FEVERS, . . . *A. K. Bond, M.D.*, . . . 261
THE IMPORTANCE OF TRIFLES IN THE FIRST YEAR'S NURSING, . *C. W. Smith, M.D.*, . . . 265
DIMENSIONS OF THE CHILD AT BIRTH, ... *Elizabeth Stow Brown, M.D.*, . 267
THE CHILDREN'S BUILDING AT THE COLUMBIAN EXPOSITION, *T. B. C.*, ... 269
THE TRAINING OF CHILDREN NINETY YEARS AGO—II, ... 271
THE MOTHERS' PARLIAMENT:
Add Some Sweet to the Bitter, 275—Prompt and Absolute Obedience, 275—The Charm of Childhood, 276—Wherein They Differ, 277—Lead Us Not Into Temptation, 277—Art Thou the Woman? 278—In Memoriam, 279.
MISDIRECTED SELECTIONS OF TOYS, ... *Julia E. Peck*, ... 280
NURSERY PROBLEMS:
Seborrhœa; Thumb-Sucking, 281—Disturbed Sleep from Indigestion, 283—Possible Rheumatism, 283—Peculiar Position in Sleep; Summer Tonics, 283—Quantity of Food; Hours of Sleep, 284—Hunger will Prevail, 284—Nursing Beyond a Year, 284.
KINDERGARTEN-AT-HOME STORIES:
Bessie and the Wild Flowers, 285—A Mouse Story, 286—Other Homes than Ours, 287.
CURRENT TOPICS:
The Day was Celebrated, 288—Practical Benevolence, 288—Provide Children's Furniture for Guests, 289—The Hygienic Virtues of Boiling, 290—The Undesirable, 290—Efforts in Which All Should Join, 291—Experiments in Avoiding Sunstroke, 291—Individual Peculiarities for Teachers to Study, 292.

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VOL IX. BABYHOOD NO 106.

CONTENTS FOR SEPTEMBER, 1893.

ROUND SHOULDERS, ... *Mary Taylor Bissell, M.D.*, . . 293

HEALTH AND MORALITY, . . *J. Bruyère, M.D.*, ... 296

TYPICAL CASES OF CHOLERA INFANTUM IN NEW YORK TENEMENT HOUSES, ... *J. F. Chmelicek, M.D.*, . . 299

LEAVING CHILDREN TO THE CARE OF NURSES, ... *Maria M. Vinton, M.D.*, . . 301

INTERESTING THE LITTLE ONES, *Clifton S. Wady*, ... 303

THE TRAINING OF CHILDREN NINETY YEARS AGO—III, ... 305

MUSICAL EDUCATION FOR CHILDREN, ... *Jessica Wolcott Allen*, . . . 309

THE MOTHERS' PARLIAMENT:

New Suggestions Concerning Fabrics, 311—Real "Country" for City Children, 311—Attainment of an Unintended Object, 312—Variety for the Babies, 313.

IMPORTANT EXPERIMENTS TOWARD MAINTAINING PURITY OF THE MILK SUPPLY, ... 314

NURSERY PROBLEMS:

Change of Garments at Night, 316—Preparation of Barley Water, 316—Silk Sponge Flannel, 316—Mother Goose, 316—Candy, Fruit, Sugar, Cake and Peanuts for Infants, 316—Nursery Problems in Bulgaria, 318.

CURRENT TOPICS:

The Care of Sleeping Apartments, 320—Doleful and Cheerful, 321—The Sensitiveness of Little Children, 322—Teasing, 323—How Parents Influence their Children, 323—Purification of Water, 324.

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VOL IX. BABYHOOD NO 107.

CONTENTS FOR OCTOBER, 1893.

THE REGIMEN OF CHILDREN AFTER WEANING, ... *Ezra M. Hunt, M.D.*, . . . 325
INFANT CLOTHING, ... *Charles W. Townsend, M.D.*, . 328
AUNT JO AND THE BABY, . . *A Story by an Old Doctor*, . 331
BACTERIA AND DISEASE, ... 333
SOME RECENT BOOK-CHILDREN, . *S. M. O.*, ... 337
EDUCATED WOMEN AND HOME LIFE, ... 339
THE MOTHERS' PARLIAMENT:
An Old-Time Barbarian, 341—Periodical Intervals of Rest, 342—Little "Broken-Nose," 343—Which of Us is Nearer Right? 344—An Experience with Sulphur Fumigation, 344.
BECKONINGS FROM LITTLE HANDS, ... 345
NURSERY PROBLEMS:
Feeding from a Cup; Barley Water and Oatmeal Water, 348—Soap Not a Disinfectant, 348—Sugar; Cereals; Removing Vaseline Stains, 349—Aversion to Various Foods, 350; Effects of Sterilization, 351.
CURRENT TOPICS:
A Famous Novelist on the Mother's Influence, 352—The Making of Mothers, 352—Fathers' Rights, 353—The Children's Age, 353—My Neighbor's Children, 354—Infectious Diseases in Schools, 355—Our Daughters, 355.

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VOL IX. BABYHOOD NO 108.

CONTENTS FOR NOVEMBER, 1893.

THE MOUTH OF THE CHILD IN HEALTH AND IN DISEASE, . . *A. K. Bond, M.D.*, . 357

CONVULSIONS, ... *Charles G. Kerley, M.D.*, . . 362

ACUTE SORE THROAT IN CHILDREN, *C. L. Dodge, M.D.*, . . . 364

BABY'S WARDROBE:
A New Apron for Baby, 368—How to Keep Flannels Nice, 368—A Night Wrapper, 370—A Discussion, 370.

NURSERY PROBLEMS:
Sterilizing and Pasteurizing, 372—Night Clothing and Bed Covering, 373—A Question of Weaning, 373—Weaning and Hours of Feeding; Eczema; Sprue, 373—Cream Food, 374—Excessive Adenoid Growths, 375—Failure of the Mother's Milk, 375—Faulty Swallowing; Hives, 375—Sanitary Sheets, etc., 376—Close Cutting of Hair, 376—Condensed Replies to Various Letters, 376.

TED MADISON'S DIARY, . . . *Mother Eve*, ... 377

THE MOTHERS' PARLIAMENT:
Text Books for Disciplinarians, 379—My Ideal Nursery, 379—Self-Control, 381—The Needle in the Nursery, 382.

KINDERGARTEN-AT-HOME STORIES:
Other Homes than Ours (*continued*), 383—The Frog and the Sparrow, 385—Marion's Thanksgiving Fairies, 386.

CURRENT TOPICS:
English in the Kindergarten, 387—The New York Board of Health's Method of Discriminating Between True and False Diphtheria, 388—In Readiness for an Emergency, 388.

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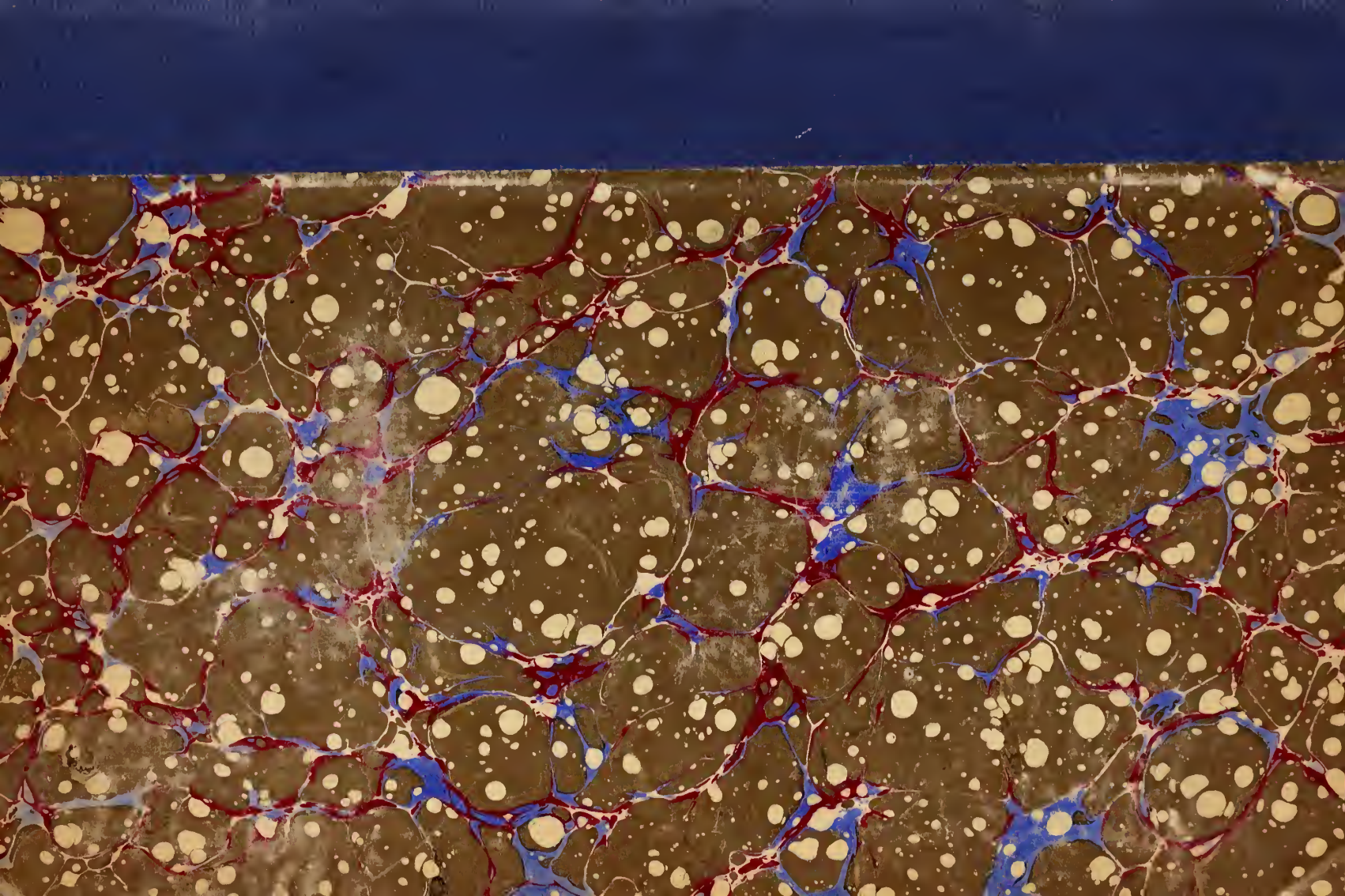
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